Virginia
Standards of Learning Assessments

Spring 2001 Released Tests

(Supplemental Information)

Grade 3

English: Reading
English: Writing
Mathematics
Science

Property of the Virginia Department of Education

3 GRADE

Table of Contents

3 GRADE

Introducing the Virginia Standards of Learning

Grade 3 Assessment

One of the complete test forms from the Spring 2001 Standards of Learning test administration is presented in the following pages. The intent of this released test is to provide parents and teachers additional information to accompany the Student Performance Report and/or the Parent Report.

The information accompanying each test question is broken into several components:

Reporting Category: Matches the score report and allows for identification of strengths and weaknesses indicated by student scores.

Standard of Learning: Presents the SOL used in developing the assessment question.

Instruction: Provides information for teachers to use as the SOL is incorporated into instruction.

Parent Tip: Provides strategies for parents to use in assisting their child.

The answer to each question can be found at the back of the booklet.

English Test: Reading

3 GRADE

RELEASED ▼ SELECTION

The Cat Who Caught His Own Tail

1 Ting was a gray and white striped ring-tailed cat. He lived in a small house with flowers all around it. The people in the house fed Ting twice every day, which gave him plenty of time to rest and play. Ting spent the warm summer days dozing in the sunshine. When he awoke, he liked to chase butterflies and field mice. He also liked to chase his own fine tail. He chased it to the right, and then he chased it to the left. Sometimes he came close to catching his tail, but it was always just out of his reach.

2 One day, a fluffy white kitten came to live at Ting's home. The people named her Missy. Ting tried to pretend Missy wasn't there, but it was hard to ignore her. Missy was friendly, and she liked Ting. She especially enjoyed watching him chase his beautiful tail.

3 "You'll never catch it," said Missy, rolling onto her back. She purred in the warmth of the bright sun. Missy's words made Ting want to catch his tail all the more. Finally, early one morning, he caught it! Ting firmly held the end of his tail with his teeth. He decided that now that he had caught it, he would never let his tail go.

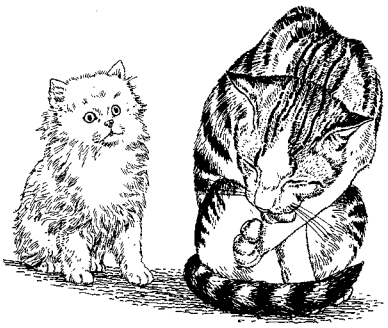
4 Missy laughed in surprise and went over to lick Ting's ears. It tickled, and Ting wanted her to stop. Usually he would tell her this by thumping his tail on the floor. With his tail in his mouth, though, he couldn't do this. He couldn't speak, either. He just had to put up with the licking.

5 Then, the cats heard their favorite sound. Their food was being poured into two small dishes. Missy ran over to her bowl and started eating, purring loudly with pleasure. Ting tried to run too, but he kept falling down. He reached his bowl just in time. Missy had finished her food. What if she ate his too? He had to stop her!

6 "Ting, you can't eat with your tail in your mouth. Shall I eat your food for you?" asked Missy, licking her whiskers.

7 "No!" said Ting, and his tail popped out of his mouth. Quickly, he ate his food. As though happy to be free, his fancy tail twitched in the air.

8 After that, Ting still liked to chase his tail. But if he did catch it, he just held it for a second. Then he set his tail free so he could enjoy chasing it again.



English Test: Reading

3 GRADE

Reporting Category: Use Word Analysis Strategies (Phonetic/Structural)

A. Standard of Learning: 2.4 The student will use phonetic strategies when reading and writing.

a) Use knowledge of consonants and consonant blends in words.

Builds To: Work with consonant blends continues throughout the study of Reading and Writing and increases in complexity.

A

1 Look at this picture.

Which word from the story begins with the same sound as what you see in the picture?

A twice
B stop
C thumping
D free

Instruction: Provide students an opportunity to name an object in a picture and find a word that has the same beginning sound.

Parent Tip A:

Have your child identify objects in pictures and name another word that has the same beginning sound.

B. Standard of Learning: 2.6 The student will use language structure when reading.

a) Use knowledge of prefixes and suffixes.

Builds To: Work with language structure continues throughout the study of Reading and Writing and increases in complexity.

B

2 Read this sentence from the story.

> **Ting firmly held the end of his tail with his teeth.**

In which word does ly mean the same as it does in firmly?

F family
G jelly
H flying
J slowly

Instruction: Provide students an opportunity to identify words with suffixes.

Parent Tip B:

Have your child find words that contain a suffix in a story or poem you are reading with him/her or he/she is reading.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.3 The student will apply word-analysis skills when reading and writing.

a) Use knowledge of less common vowel patterns.

Builds To: Work with analysis skills continues throughout the study of Reading and Writing and increases in complexity.

A

3 Read this sentence from the story.

> **He also liked to chase his own fine tail.**

Which word has the same vowel sound as the word fine?

A friend
B deep
C hive
D chief

Instruction: Provide students an opportunity to choose a word that has the same vowel sound as an identified word in a sentence.

Parent Tip A:

Have your child name other words that have the same vowel sound as an identified word in a story or poem you are reading with him/her or he/she is reading.

B. Standard of Learning: 3.3 The student will apply word-analysis skills when reading and writing.

b) Use knowledge of homophones.

Builds To: Work with homophones continues throughout the study of Reading and Writing and increases in complexity.

B

4 Read this sentence about the story.

> **Cats love ____ spend ____ resting and playing.**

Which pair of words makes the sentence correct?

F to, hours
G two, ours
H too, hours
J to, ours

Instruction: Provide students an opportunity to complete sentences within a story, filling in blanks from a list of words that are homophones.

Parent Tip B:

Have your child complete sentences within a story you are reading to him/her or he/she is reading, using homophones.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.4 The student will use strategies to read a variety of printed materials (nonfiction, fiction, poetry).

c) Apply meaning clues, language structure, and phonetic strategies.

Builds To: Work with reading strategies continues throughout the study of Reading and increases in complexity.

A

5 Which words in the story help the reader know the meaning of ignore in paragraph 2?

A pretend Missy wasn't there
B it was hard
C was friendly
D enjoyed watching him

Instruction: Provide students an opportunity to define a word based on other words from a story.

Parent Tip A:

Have your child give a definition for a word found in a story or poem that you are reading him/her or he/she is reading.

Reporting Category: Understand a Variety of Printed Materials/Resource Materials

B. Standard of Learning: 2.8 The student will demonstrate comprehension of fiction and nonfiction selections.

f) Explain the problem, solution, or central idea.

Builds To: Work with comprehension of fiction and nonfiction continues throughout the study of Reading and Writing and increases in complexity.

B

6 What does Ting learn in the story?

F Mice are easier to catch than butterflies.
G Eating is more important than resting.
H Chasing his tail is more fun than catching it.
J His tail is longer than his friend's tail.

Instruction: Provide students an opportunity to identify a lesson learned from a story.

Parent Tip B:

Have your child read a story and tell any lessons learned from the story.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

a) Set a purpose for reading.

Builds To: Work with setting a purpose for reading continues throughout the study of Reading and Writing and increases in complexity.

A

7 You would suggest this story to someone who —

A reads the news
B catches butterflies
C grows flowers
D likes animals

Instruction: Provide students an opportunity to set a purpose for reading a story.

Parent Tip A:

Have your child tell you who they think would like to read the story you have read to him/her or he/she is reading.

Reporting Category: Understand Elements of Literature

B. Standard of Learning: 3.6 The student will continue to read a variety of fiction and nonfiction selections.

a) Identify the characteristics of folk tales.

Builds To: Work with identifying the characteristics of folk tales continues throughout the study of Reading and Writing and increases in complexity.

B

8 You can tell that this is NOT a true story because the cats —

F purr in the sunshine
G chase mice and butterflies
H talk and think like people
J eat food from little bowls

Instruction: Provide students an opportunity to identify what is not true in a story.

Parent Tip B:

Have your child identify what is not true in a story you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

RELEASED ▼ SELECTION

On the Roof

1 A lot of interesting things happened at Maria Mitchell's house. She was part of a big family with a lot of children. Something was always going on. Some of the most interesting things that happened took place on the roof of the house!

2 Maria's father was an astronomer. Maria liked to climb the stairs to the roof and watch the sky and stars with her father. She would press her face against the long metal telescope and "sweep" for hours. That's what she called looking back and forth across the sky. Maria would move her gaze the same way she would move a broom back and forth to sweep the floor. The telescope made the stars look bigger so she could see them better.

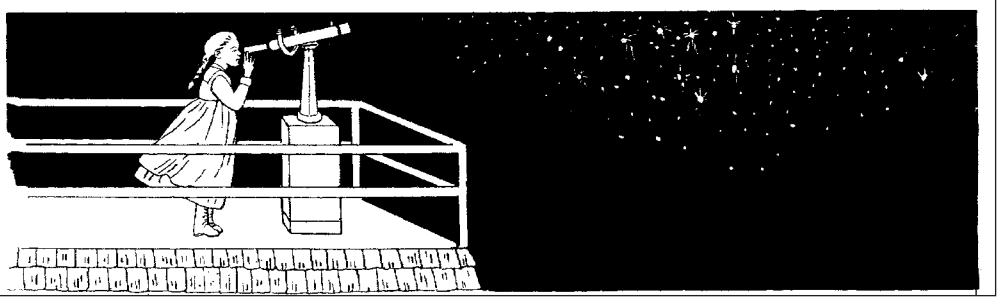
3 Maria wanted to observe the stars all the time. She spent many hours on the roof. In the early 1800's, there were no women astronomers, but that did not stop Maria!

4 It did not stop Maria's father from helping her, either. He knew Maria needed to read and study. The house was busy. There was no quiet place to study. He asked Maria's mother to take all the sheets out of a closet. He turned the closet into a cozy room where Maria could study. It had a window, a desk, and a light. Maria studied hard. She wanted to learn all she could about the stars.

5 As a young woman, Maria continued to go up to the roof. In the fall of 1847, while she was "sweeping," she saw a shiny light that she had not seen before.

6 Maria kept notes of what she saw in the sky. She knew that area had been dark before. She was excited. She knew she was seeing something special. It was a comet — a bright hunk of ice, gas, and dust. Maria was the first person to recognize it!

7 Maria became famous for discovering the new comet. She was known as America's first woman astronomer. In her honor, a crater on the moon was named after her. Maria later became a teacher and taught others what she knew. She helped many people learn that they too could reach for the stars.



English Test: Reading

3 GRADE

Reporting Category: Use Word Analysis Strategies (Phonetic/structural)

A. Standard of Learning: 2.6 The student will use language structure when reading.

b) Use knowledge of contractions and singular possessives.

Builds To: Work with language structures continues throughout the study of Reading and Writing and increases in complexity.

A

9 Read this sentence from the story.

She was known as America's first woman astronomer.

In this sentence, America's means —

A from America
B America is
C by America
D America was

Instruction: Provide students an opportunity to identify what the apostrophe signifies in a possessive word.

Parent Tip A:

Have your child tell what the apostrophe stands for in possessive words in stories you are reading with him/her or he/she is reading.

B. Standard of Learning: 3.3 The student will apply word-analysis skills when reading and writing.

a) Use knowledge of less common vowel patterns.

Builds To: Work with word-analysis skills continues throughout the study of Reading and Writing and increases in complexity.

B

10 Read this sentence from the story.

She wanted to learn all she could about the stars.

Which word has the same vowel sound as could?

F house
G took
H lot
J moon

Instruction: Provide students an opportunity to choose a word that has the same vowel sound as an identified word in a sentence.

Parent Tip B:

Have your child name other words that have the same vowel sound as an identified word in a story or poem you are reading with him/her or he/she is reading.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.3 The student will apply word-analysis skills when reading and writing.

b) Use knowledge of homophones.

Builds To: Work with homophones continues throughout the study of Reading and Writing and increases in complexity.

A

11 Read this sentence about the story.

> **Maria said, "Come ____ and I will show you something ____ !"**

Which pair of words makes the sentence correct?

A hear, new
B here, knew
C hear, knew
D here, new

Instruction: Provide students an opportunity to complete sentences within a story, filling in blanks from a list of words that are homophones.

Parent Tip A:

Have your child complete sentences within a story you are reading to him/her or he/she is reading, using homophones.

Reporting Category: Understand a Variety of Printed Materials / Resource Materials

B. Standard of Learning: 2.8 The student will demonstrate comprehension of fiction and nonfiction selections.

d) Paraphrase information found in nonfiction materials.

Builds To: Work with comprehension continues throughout the study of Reading and increases in complexity.

B

12 Which is the BEST summary of paragraph 2?

F Maria's father had wanted to find a comet since he was a child.
G Maria and her father looked at the stars from their roof.
H Maria knew how to sweep a floor well, by moving the broom from side to side.
J Maria and her brothers and sisters spent a lot of fun time on the roof.

Instruction: Provide students an opportunity to summarize a paragraph they have read.

Parent Tip B:

Have your child summarize a paragraph or story you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

a) Set a purpose for reading.

Builds To: Work with setting a purpose for reading continues throughout the study of Reading and Writing and increases in complexity.

A

13 The main reason someone would read this story is to —

A find out how to use a telescope
B find out how comets are discovered
C learn about a famous person's life
D learn how to study the stars

Instruction: Provide students an opportunity to tell the main reason why someone would read a story.

Parent Tip A:

Have your child tell you the main reason why someone would read a story you have read to him/her or he/she is reading.

B. Standard of Learning: 3.10 The student will record information from print and nonprint resources.

a) Use dictionaries, encyclopedias, and other reference books.

Builds To: Work with print and nonprint resources continues throughout the study of Reading and Writing and increases in complexity.

B

14 If you wanted to learn about the history of telescopes, where would be the BEST place to look?

F In a dictionary
G In a book about stars
H In an encyclopedia
J In any science magazine

Instruction: Provide students an opportunity to identify the best resource that could be used to gather information on a topic from a story.

Parent Tip B:

Have your child identify the best resource that could be used to gather information about a topic found in a story you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

Reporting Category: Understand Elements of Literature

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

f) Organize information or events logically.

Builds To: Work with organizing information or events continues throughout the study of Reading and Writing and increases in complexity.

A

15 The author tells about Maria Mitchell by —

A showing how she was the same as other women
B telling about events in the order they happened
C making up a story that might not be true
D asking questions and then answering them

Instruction: Provide students an opportunity to determine how the author reveals information about a character in a story.

Parent Tip A:

Have your child determine how the author reveals information about a character in a story you are reading to him/her or he/she is reading.

B. Standard of Learning: 3.6 The student will continue to read a variety of fiction and nonfiction selections.

b) Identify the characteristics of biographies and autobiographies.

Builds To: Work with reading a variety of fiction and nonfiction selections continues throughout the study of Reading and Writing and increases in complexity.

B

16 What kind of story is this?

F Mystery
G Folk tale
H Myth
J Biography

Instruction: Provide students an opportunity to identify different kinds of stories.

Parent Tip B:

Have your child identify what kind of story you are reading to him/her or he/she is reading.

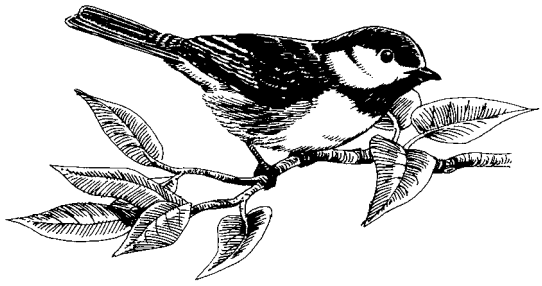
English Test: Reading

3 GRADE

RELEASED ▼ SELECTION

Chickadee

Chick-a-dee-dee-dee!
Look at me-me-me!
In the tree-tree-tree —
Can you see-see-see?
Black and gray-gray-gray.
Sunny day-day-day.
Chirp away-way-way!
Want to play-play-play?
Hide and seek-seek-seek.
Don't you peek-peek-peek!
Flutter wing-wing-wing.
Hear me sing-sing-sing.
Way up high-high-high —
Bluest sky-sky-sky.
Let us soar-soar-soar!
Who needs more?



English Test: Reading

3 GRADE

Reporting Category: Use Word Analysis Strategies (Phonetic/Structural)

A. Standard of Learning: K.7 The student will develop an understanding of basic phonetic principles.

c) Recognize rhyming words.

Builds To: Work with rhyming words continues throughout the study of Reading and Writing and increases in complexity.

A

17 The last word in line 16 rhymes with the last word in line —

A 12
B 13
C 14
D 15

Instruction: Provide students an opportunity to give another word from the end of the line that rhymes with a given last word in a line of the poem.

Parent Tip A:

Have your child give you another word that rhymes with a given last word in a line of a poem you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.3 The student will apply word-analysis skills when reading and writing.

a) Use knowledge of less common vowel patterns.

Builds To: Work with word-analysis skills continues throughout the study of Reading and Writing and increases in complexity.

A

18 Read this line from the poem.

Way up high-high-high —

Which word has the same sound as the underlined part of high?

F big
G day
H pie
J girl

Instruction: Provide students an opportunity to choose a word that has the same sound as the identified part of the word in the sentence.

Parent Tip A:

Have your child name other words that have the same sound as an identified part of a word in a story or poem you are reading with him/her or he/she is reading.

English Test: Reading

3 GRADE

Reporting Category: Understand a Variety of Printed Materials/Resource Materials

A. Standard of Learning: 2.8 The student will demonstrate comprehension of fiction and nonfiction selections.

f) Explain the problem, solution, or central idea.

Builds To: Work with comprehension continues throughout the study of Reading and increases in complexity.

A

19 This poem is mostly about —

A different kinds of chickadees
B building nests in trees
C a chickadee enjoying life
D recognizing bird calls

Instruction: Provide students an opportunity to state the main idea of a poem.

Parent Tip A:

Have your child state the main idea of a poem you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

A. Standard of Learning: 2.11 The student will locate information in reference materials.

a) Use a table of contents.

Builds To: Work with locating information in reference materials continues throughout the study of Reading and Writing and increases in complexity.

A

Look at this part of the table of contents from the book containing the poem "Chickadee." Read and use it to answer the next two questions.

20 Which poem comes right after "Chickadee"?

F "Wise Old Owl"
G "Soaring Eagle"
H "Red-Headed Robin"
J "Bluebird"

21 Where will you find a poem about a bird who steals things?

A On page 7
B On page 8
C On page 12
D On page 13

Instruction: Provide students an opportunity to answer questions after analyzing a table of contents.

Parent Tip A:

Have your child answer questions after analyzing a table of contents.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

a) Set a purpose for reading.

Builds To: Work with comprehension of a variety of printed material continues throughout the study of Reading and Writing and increases with complexity.

A

22 The poet probably wants readers to —

F like chickadees
G catch chickadees
H play with chickadees
J fly with chickadees

Instruction: Provide students an opportunity to set a purpose by inferring information from a poem.

Parent Tip A:

Have your child express an idea about a poem you have read to him/her or he/she is reading.

B. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

d) Ask and answer questions.

Builds To: Work with asking and answering questions continues throughout the study of Reading and Writing and increases in complexity.

B

23 From the poem, you can tell that chickadees nest in —

A caves
B barns
C trees
D bushes

Instruction: Have students answer a question based on information contained in given lines of a poem.

Parent Tip B:

Have your child answer a question based on information contained in a poem you have read to him/her or he/she is reading.

English Test: Reading

3 GRADE

Reporting Category: Understand Elements of Literature

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

e) Compare and contrast settings, characters, and events.

Builds To: Work with comparing and contrasting settings, characters, and events continues throughout the study of Reading and Writing and increases in complexity.

A

24 The poem tells us that chickadees can do all of these EXCEPT —

F play
G swim
H fly
J sing

Instruction: Provide students an opportunity to identify something a poem does not state when given a list of items.

Parent Tip A:

Have your child identify one unstated fact (from a list) after listening to or reading a poem.

B. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

f) Organize information or events logically.

Builds To: Work with the organization of information or events continues throughout the study of Reading and Writing and increases in complexity.

B

25 Which of these does the chickadee "talk" about first?

A What it wants to do
B Where it is
C What the weather is like
D Where it wants to go

Instruction: Provide students an opportunity to identify what comes first in a sequence of events in a poem.

Parent Tip B:

Have your child sequence the events of a poem after you have read it to him/her or he/she has read it.

English: Writing Test

3 GRADE

RELEASED ▼ SELECTION

Baby Songbirds

Valerie's teacher has asked the students to write a short report about something to do with birds.

Valerie knows a lot about baby songbirds. She made this list about their lives to answer question 1.

Baby Songbirds

1. hatch from eggs
2. live in nests
3. fed by parent
4. grow feathers
5. grow bigger
6. learn their song
7.
8. go out into the world

Reporting Category: Plan, Compose, and Revise Paragraphs, Stories, Letters, and Reports

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

c) Group related ideas.

Builds To: Work with grouping related ideas in descriptive paragraphs continues throughout the study of writing and increases in complexity.

A

1 Which of these could Valerie add as #7 on her list?

A birds aren't big
B high in a tree
C learn how to fly
D very young birds

Instruction: Provide students an opportunity to analyze a list of information and determine an appropriate entry to add to the list.

Parent Tip A:

Have your child analyze a list of information to include in a report and then determine an appropriate entry to add to the list.

English: Writing Test

3 GRADE

Here is the first part of Valerie's rough draft. Use it to answer questions 2–4.

(1)Songbirds fill the world with beautiful music. (2)They hatch from eggs, but they can't sing yet. (3)They don't even have any feathers. (4)To stay warm and dry, they need to live in a cozy place. (5)Their parents must build a nest before the eggs arrive.

(6)A nest is made to be safe and comfortable. (7)It is made out of whatever materials the parent birds can find. (8)They use leaves and tiny sticks. (9)They also use animal fur and their own soft feathers. (10)Spider webs are also good for weaving nests. (11)Nest builders might also find useful things left by humans, like hair, string, and pieces of paper. (12)The nest is often hidden it is hidden high in a tree. (13)There the nest blends in with the leaves and branches so that it can't be seen.

A. Standard of Learning: 2.9 The student will write stories, letters, and simple explanations.

b) Organize writing to include a beginning, middle, and end.

Builds To: Work with organizing writing to include a beginning, middle, and end continues throughout the study of writing and increases in complexity.

A

2 Which of these could best be added at the end of paragraph 2?

F The baby birds are protected there.
G It is made of things like sticks and leaves.
H Usually birds' nests are found in trees.
J Each kind of songbird sings its own song.

Instruction: Provide students sentences and let them identify the sentence that could be added to the end of the numbered draft.

Parent Tip A:

Have your child identify a sentence from a list that could be added to a numbered draft.

English: Writing Test

3 GRADE

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

e) Revise writing for clarity.

Builds To: Work with writing for clarity continues throughout the study of writing and increases in complexity.

A

3 How can sentences 8 and 9 best be joined without repeating information?

- **A** They use leaves and tiny sticks, also use animal fur and their own soft feathers.
- **B** They use leaves and tiny sticks, animal fur and their own soft feathers also.
- **C** They use leaves and tiny sticks they also use animal fur and their own soft feathers.
- **D** They use leaves, tiny sticks, animal fur, and their own soft feathers.

4 How should sentence 12 be written?

- **F** The nest is often hidden is high in a tree.
- **G** The nest is often hidden high in a tree.
- **H** The hidden nest, often high in a tree.
- **J** The nest is often hidden it is high in a hidden tree.

Instruction: Provide students an opportunity to combine sentences without repeating information; and to improve the clarity of a sentence.

Parent Tip A:

Have your child combine sentences without repeating information and improve the clarity of a sentence in a piece of writing that you have done for him/her.

English: Writing Test

3 GRADE

Read this next section of Valerie's rough draft and answer questions 5 and 6. This section has groups of underlined words. The questions ask about these groups of underlined words.

(14)When songbirds hatch, these tiny birds have no feathers. (15)They can't see anything. (16)That's why they also are unable to walk or fly.

(17)Early one summer I visited my grandmother's farm. (18)She lives in idaho. (19)There are many songbirds there. (20)Grandma and me watched as the young songbirds learned how to fly. (21)We listened as they learned how to sing their beautiful songs. (22)I will never forget those songbirds.

Reporting Category: Edit for Grammar, Capitalization, Punctuation, and Spelling

A. Standard of Learning: 2.10 The student will edit final copies for grammar, capitalization, punctuation, and spelling.

b) Capitalize all proper nouns and words at the beginning of sentences.

Builds To: Work with capitalization continues throughout the study of writing and increases in complexity.

A

5 In sentence 18, in idaho. should be written —

A in Idaho.
B in Idaho?
C In Idaho.
D as it is

Instruction: Provide students an opportunity to find capitalization errors in an underlined selection from a rough draft.

Parent Tip A:

Have your child identify errors in capitalization in a piece of writing that you have done for him/her.

English: Writing Test

3 GRADE

A. Standard of Learning: 3.8 The student will write stories, letters, simple explanations, and short reports across all content areas.

d) Edit final copies for grammar, capitalization, punctuation, and spelling.

Builds To: Work with editing continues throughout the study of writing and increases in complexity.

A

6 In sentence 20, <u>Grandma and me</u> should be written —

F Me and grandma
G Grandma and Me
H Grandma and I
J as it is

Instruction: Provide students an opportunity to identify grammatical errors in an underlined selection.

Parent Tip A:

Have your child identify grammatical errors in a piece of writing that you have done for him/her.

English: Writing Test

3 GRADE

RELEASED ▼ SELECTION

Everyday Heroes

Max wants to write a letter to Jamal Durston, the host of Max's favorite television program, *Everyday Heroes.*

Max made this chart about some of the *Everyday Heroes* shows. Use it to answer question 7.

Date of Show	Hero	What the Hero Does
January 3	Annie, a brave dog	Helps rescue swimmers
February 7	Tim Eaton, a 12-year-old boy	Collects clothing for homeless families
March 7	Shanta Hill, a 16-year-old girl	Sings to people in hospitals

English: Writing Test

3 GRADE

Reporting Category: Plan, Compose, and Revise Paragraphs, Stories, Letters, and Reports

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

a) Develop a plan for writing.

Builds To: Work with developing a plan for writing continues throughout the study of writing and increases in complexity.

A

7 This chart will help Max to —

A decide what to write in his letter
B find Mr. Durston's address
C write without any mistakes
D find good TV shows to watch

Instruction: Provide students an opportunity to analyze a chart to determine how it could be used.

Parent Tip A:

Have your child look at a chart of information to determine how it could be used.

Here is the first part of Max's rough draft. Use it to answer questions 8–11.

Dear Mr. Durston,

(1)My name is Maxwell Adam Byrne my friends call me Max. (2)I am eight years old, and I'm in the third grade at Featherstone Elementary School in Ridgely. (3)I think your program, *Everyday Heroes,* is the best one on television. (4) I watch *Everyday Heroes* every time it is on TV. (5)I finish my homework early. (6)I finish it early so that my parents will let me see the show.

(7)All of your stories are exciting to watch. (8)The ones about animal heroes are my favorites and the ones I like best. (9)I really enjoyed the story about the dog named Annie. (10)Annie has a lot of courage. (11)How did she become such a good swimmer? (12)The person who trained her did a great job. (13)She protects the lives of people who swim at that lake. (14)People who swim there will probably remember her for a long time. (15)I know I will.

English: Writing Test

3 GRADE

A. Standard of Learning: 2.9 The student will write stories, letters, and simple explanations.

c) Revise writing for clarity.

Builds To: Work with revising writing for clarity continues throughout the study of writing.

A

8 How should sentence 1 best be written?

F Maxwell Adam Byrne, that's my name and my friends call me Max.

G My name is Maxwell Adam Byrne, call me Max my friends do.

H My name is Maxwell Adam Byrne, but my friends call me Max.

J Maxwell Adam Byrne is my name my friends Max call me.

9 How can sentences 5 and 6 best be joined without repeating information?

A If I finish my homework my parents they will let me see the show early.

B I finish my homework early my parents will let me see the show.

C Finishing my homework early, my parents will let me see the show if I do.

D I finish my homework early so that my parents will let me see the show.

Instruction: Provide students an opportunity to combine sentences without repeating information; and to improve the clarity of a sentence.

Parent Tip A:

Have your child combine sentences without repeating information and improve the clarity of a sentence in a piece of writing that you have done for him/her.

English: Writing Test

3 GRADE

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

b) Focus on a central idea.

Builds To: Work with focusing on a central idea in descriptive writing continues throughout the study of writing and increases in complexity.

A

10 Which sentence tells the main idea of Max's letter?

F 2
G 3
H 12
J 14

Instruction: Provide students an opportunity to identify which numbered sentence tells the main idea.

Parent Tip A:

Have your child analyze a piece of writing that you have done to identify a sentence that tells the main idea.

B. Standard of Learning: 3.7 The student will write descriptive paragraphs.

e) Revise writing for clarity.

Builds To: Work with writing for clarity continues throughout the study of writing and increases in complexity.

B

11 Which sentence says the same thing twice?

A 7
B 8
C 10
D 15

Instruction: Provide students an opportunity to identify a numbered sentence that gives the same information twice.

Parent Tip B:

Have your child identify a sentence that gives the same information twice in a piece of writing that you have done for him/her.

English: Writing Test

3 GRADE

Read this next section of Max's rough draft and answer questions 12 and 13. This section has groups of underlined words. The questions ask about these groups of underlined words.

(16)It is also interesting to learn about human heroes. (17)They set a good example for us to follow. (18)One of my favorite heroes is Dr. Nicki Saltini. (19)She was on your show in April. (20)She travels around the world helping people for free.

(21)I like to see how other people live. (22)In this country, many people think that everyone in the world has television! (23)Not everyone is lucky enough to be able to watch your wonderful show. (24)I'm glad that I can learn about heroes. (25)Learning about good people helps make the world a gooder place.

(26)I have only one question to ask you. (27)Why is your show only on the first Saturday of every month? (28)I think *Everyday Heroes* should be on TV at least once a week. (29)It would be even better if we could learn about a hero every day!

(30)Yours truly

Max Byrne

Max Byrne

Reporting Category: Edit for Grammar, Capitalization, Punctuation, and Spelling

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

f) Edit final copies for grammar, capitalization, punctuation, and spelling.

Builds To: Work with editing continues throughout the study of writing and increases in complexity.

A

12 In sentence 25, a gooder place should be written —

- **F** a more better place
- **G** a more good place
- **H** a better place
- **J** as it is

13 In the closing of the letter (30), Yours truly should be written —

- **A** yours Truly
- **B** Yours Truly.
- **C** Yours truly,
- **D** as it is

Instruction: Provide students an opportunity to identify grammar and punctuation errors in an underlined selection.

Parent Tip A:

Have your child identify errors in grammar and punctuation in a piece of writing that you have done for him/her.

English: Writing Test

3 GRADE

RELEASED ▼ SELECTION

Go Fly a Kite!

Chen's teacher has asked the students to write a report about a game or sport that they enjoy.

Reporting Category: Plan, Compose, and Revise Paragraphs, Stories, Letters, and Reports

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

a) Develop a plan for writing.

Builds To: Work with developing a plan for writing continues throughout the study of writing and increases in complexity.

A

14 Chen doesn't know what to write about. Which of these would best help him get started?

F Reading a story that takes place at school

G Thinking about who his best friends are

H Listing games and sports he likes to play

J Asking his parents to teach him how to play a new sport

Instruction: Provide students an opportunity to create a plan before beginning a writing assignment.

Parent Tip A:

Have your child tell you what he/she would like to do before beginning to write a report on a given topic.

English: Writing Test

3 GRADE

Here is the first part of Chen's rough draft. Use it to answer questions 15–17.

(1)If someone said to you, "Go fly a kite," what would you think? (2)You might think the person was telling you to go away. (3)I would just smile. (4)I would say, "Okay, I will!" (5)I love flying kites. (6)It is one of my very favorite things to do. (7)On a sunny and windy day. (8)I go fly a kite whenever I can.

(9)A kite is a frame that is covered with paper, cloth, or plastic. (10)It has a long string that you hold on to while you run along, trying to make the kite go up into the sky. (11)It is best to fly a kite on a windy day. (12)The wind will help lift the kite it will hold it up in the air. (13)When the wind blows really hard, the kite will swirl up and down and twist from side to side. (14)You have to hold on tightly to the string when the winds are strong. (15)You do not want your kite to fly away!

English: Writing Test

3 GRADE

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

e) Revise writing for clarity.

Builds To: Work with writing for clarity continues throughout the study of writing and increases in complexity.

A

15 Which of these is not a complete sentence?

A 2
B 6
C 7
D 8

16 How should sentence 12 be written?

F The wind will help lift the kite hold it up in the air.
G The wind will help lift the kite and hold it up in the air.
H The wind will help lift the kite will help hold it up in the air.
J As it is

17 How can sentences 3 and 4 best be joined without repeating ideas?

A I would just smile, "Okay, I will!"
B I would just smile I would say, "Okay, I will!"
C I would just smiling say, "Okay, I will!"
D I would just smile and say, "Okay, I will!"

Instruction: Provide students an opportunity to combine sentences without repeating information; to identify an incomplete sentence; and to improve the clarity of a sentence.

Parent Tip A:

Have your child combine sentences without repeating information, identify an incomplete sentence, and improve the clarity of a sentence in a piece of writing that you have done for him/her.

English: Writing Test

3 GRADE

Read this next section of Chen's rough draft and answer questions 18–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(16)My grandfather started teaching me how to fly a kite when I were a small boy. (17)When he was young, he came to the United States from China. (18)In his homeland, he didn't learn just how to fly kites. (19)He also learned how to make them! (20)One time, Grandfather made me a kite that whistled as it flew through the air! (21)None of my friends had ever seen a kite like that before?

(22)Grandfather says that if you go to a high place and fly a kite, the kite will free you of your troubles. (23)The kite will carry away whatever is bothering you, far into the sky! (24)I think I might just try that!

Reporting Category: Edit for Grammar, Capitalization, Punctuation, and Spelling

A. Standard of Learning: 2.10 The student will edit final copies for grammar, capitalization, punctuation, and spelling.

a) Use declarative, interrogative, and exclamatory sentences.

Builds To: Work with editing continues throughout the study of writing and increases in complexity.

A

18 In sentence 21, like that before? should be written —

F like that before,
G like that before.
H like that befour.
J as it is

Parent Tip A:

Have your child identify punctuation errors in a piece of writing that you have done for him/her.

Instruction: Provide students an opportunity to identify punctuation errors in an identified selection.

English: Writing Test

3 GRADE

A. Standard of Learning: 2.10 The student will edit final copies for grammar, capitalization, punctuation, and spelling.

c) Use correct spelling for frequently used words.

Builds To: Work with editing continues throughout the study of writing and increases in complexity.

A

19 In sentence 21, my friends should be written —

A my freinds
B my Friends
C mine freinds
D as it is

Instruction: Provide students an opportunity to identify spelling and capitalization errors in an underlined selection.

Parent Tip A:

Have your child identify spelling and capitalization errors in a piece of writing that you have done for him/her.

B. Standard of Learning: 3.7 The student will write descriptive paragraphs.

f) Edit final copies for grammar, capitalization, punctuation, and spelling.

Builds To: Work with editing continues throughout the study of writing and increases in complexity.

B

20 In sentence 16, I were should be written —

F i were
G I was
H i was
J as it is

Instruction: Provide students an opportunity to identify spelling, grammar, and capitalization errors in an underlined selection.

Parent Tip B:

Have your child identify spelling, grammar, and capitalization errors in a piece of writing that you have done for him/her.

Mathematics Test

3 GRADE

Reporting Category: Number and Number Sense.

A. Standard of Learning: 2.3 The student will identify the positions first through twentieth, using an ordered set of objects.

Builds To: Work with ordering objects leads to students understanding of sequencing, a concept that is used in higher mathematics.

A
1

What sign is 4th from the top?

A Andover

B Winston

C Chelsea

D Sooner

Instruction: Provide students an opportunity to determine positions of objects in sequences or sets from pictures and diagrams with emphasis on where to begin the counting.

Parent Tip A:

Work with your child to name the place or position of an object in a sequence or set.

Mathematics Test

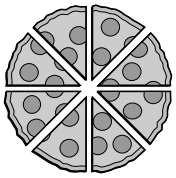
3 GRADE

A. Standard of Learning: 2.4 The student will identify the part of a set and/or region that represents one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.

Builds To: Work with fractions continues throughout the study of mathematics.

A

2



Lisa ate $\frac{1}{8}$ of the pizza. How much of the pizza did she eat?

F 

G 

H 

J 

Instruction: Provide students with an opportunity to identify fractional parts of a whole collection of objects or a set.

Parent Tip A:

Work with your child to partition a set of objects into parts and then describe the part of a whole as a fraction. Children have difficulty understanding that one-half can look different as the "whole" changes.

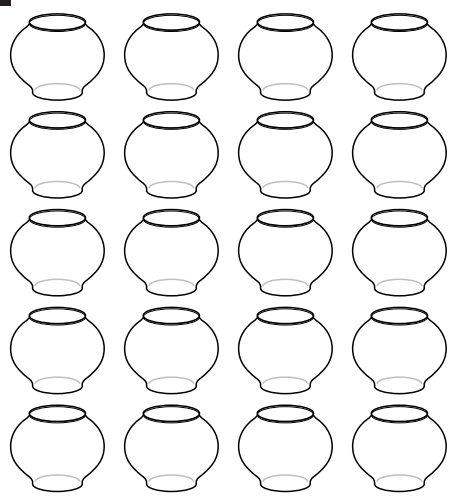
Mathematics Test

3 GRADE

A. Standard of Learning: 2.5 The student will count by twos and fives to 100 and by threes and fours to 96, using mental mathematics, paper and pencil, hundred chart, calculators, and / or concrete objects.

Builds To: Work with patterns established with counting by different numbers leads to an understanding of number and functional relationships.

A
3



If Bob puts exactly 2 fish in each fishbowl, how many fish will he use?

A 20
B 22
C 40
D 42

Instruction: Provide students with an opportunity to use pictorial representations for counting by twos and experience with the hundred numbers chart.

Parent Tip A:

Work with your child to count by twos, threes, fours, and fives during rides in the car or while studying together.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.1 The student will read and write six-digit numerals and identify the place value for each digit.

Builds To: Work with place value becomes increasingly important through future studies in mathematics.

A

4 Which means seven hundred thousand five hundred ninety-two?

F 70,592
G 700,592
H 705,920
J 7,005,920

5 What is the value of the 2 in 652,814?

A 200
B 2,000
C 20,000
D 200,000

Instruction: Provide students an opportunity to write six-digit numerals presented in written format.

Parent Tip A:

Provide your child with an opportunity to write down numbers that you call out. Have your child read a number from a license plate or sign when you are traveling.

B. Standard of Learning: 3.2 The student will round a whole number, 999 or less, to the nearest ten and hundred.

Builds To: Work with rounding numbers becomes an increasingly important skill for determining reasonableness of numbers.

B

6 A deli made 423 sandwiches in one day. What is that number rounded to the nearest hundred sandwiches?

F 500
G 430
H 420
J 400

Instruction: Provide students an opportunity to round numbers within problem situations to give an approximation of the amount.

Parent Tip B:

Provide opportunities for your child to round numbers when you are shopping or to determine reasonableness of approximations.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.3 The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words ("greater than," "less than," or "equal to").

Builds To: Work with comparison vocabulary and symbols is found in all future mathematics courses through high school.

A

7 Which is true?

A $6{,}293 < 4{,}526$

B $4{,}521 < 4{,}297$

C $6{,}750 < 6{,}150$

D $6{,}113 < 6{,}869$

8 The chart shows the number of eggs produced on a farm in the first five months of the year.

Month	Number of Eggs
January	5,961
February	4,228
March	5,879
April	4,907
May	5,164

Which of the following statements is true?

F The number of eggs produced in May was less than in March.

G The number of eggs produced in April was less than in February.

H The number of eggs produced in January was less than in March.

J The number of eggs produced in March was less than in May.

Instruction: Provide students an opportunity to choose true and false statements from a list of comparisons. Students should read the comparison aloud from left to right to assure an understanding of the symbol.

Parent Tip A:

Work with your child to compare quantities while you are shopping or around the house. After the child has verbalized the comparison, ask him/her to write the symbol for the statement.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.4 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as 5 + 3 = 8 and 8 − 3 = _____.

Builds To: Work with the fact families is the basis for students' understanding of solving equations using inverse operations.

A

9 Mark had 8 baseball cards. He got some more baseball cards for his birthday. Then he had 17 in all. How many baseball cards did he get for his birthday?

A 6
B 7
C 8
D 9

Instruction: Provide students with an opportunity to study the relationship of facts in each set of fact families.

Parent Tip A:

Work with your child on studying the families of facts using flash cards or other memory devices.

Mathematics Test

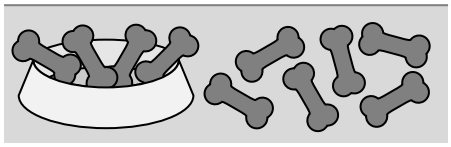
3 GRADE

A. Standard of Learning: 3.5 The student will name and write the fractions represented by drawings or concrete materials and represent a given fraction, using concrete materials and symbols.

Builds To: Work with fractions continues throughout the study of mathematics.

A

10 What fraction of the group of bones is in the bowl?



F $\frac{4}{6}$

G $\frac{4}{10}$

H $\frac{6}{10}$

J $\frac{1}{4}$

Instruction: Provide students an opportunity to represent fractions as a part of a whole using set models.

Parent Tip A:

Work with your child to partition a set of objects into parts and then describe the part of a whole as a fraction. Children have difficulty understanding that one-half can look different as the "whole" changes.

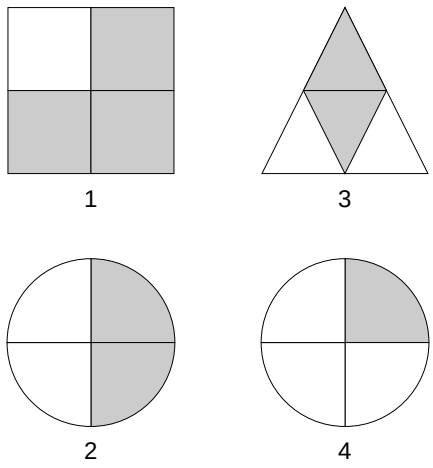
Mathematics Test

GRADE 3

A. Standard of Learning: 3.6. The student will compare the numerical value of two fractions having like and unlike denominators, using concrete materials.

Builds To: Work with fractions continues throughout the study of mathematics.

A
11



Which two figures have an equivalent fraction shaded?

A 1 and 2
B 2 and 3
C 3 and 4
D 1 and 4

Instruction: Provide students an opportunity to recognize a variety of pictorial representations of fractions and to make comparisons of the pictorial representations of the fractions.

Parent Tip A:

Provide your child with experiences comparing fractions when discussing food such as pieces of pizza or chocolate bars with equal sections.

Mathematics Test

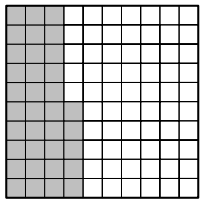
3 GRADE

A. Standard of Learning: 3.7. The student will read and write decimals expressed as tenths and hundredths, using concrete materials.

Builds To: Work with decimals will continue through future mathematics study.

A

12

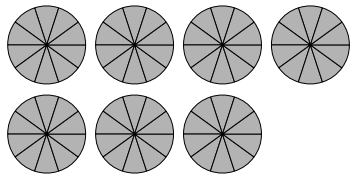


If the large square is 1, what is the shaded part of the large square?

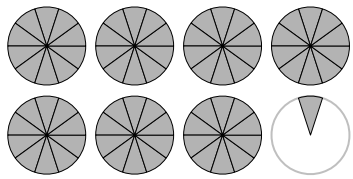
F 0.35
G 0.65
H 3.5
J 35

13 Which represents exactly 1.7?

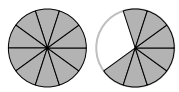
A



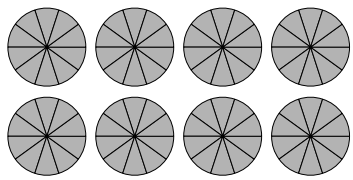
B



C



D



Instruction: Provide students an opportunity to work with base-ten blocks and the pictorial representation of the manipulative.

Parent Tip A:

Work with your child with objects grouped in tens and hundreds to help with the understanding of decimals. If an object is in a group of ten, by itself it is one-tenth. The use of decimals can be linked to money also.

Mathematics Test

3 GRADE

Reporting Category: Computation and Estimation

A. Standard of Learning: 2.9 The student will solve addition and subtraction problems using data from simple charts and picture graphs. Problems will require a one-step solution.

Builds To: Work with the interpretation of charts and graphs continues in future mathematics courses.

A

14 The chart shows the number of pages Lisa read during four days.

Day	Monday	Tuesday	Wednesday	Thursday
Pages Read	24	17	31	26

How many more pages did Lisa read on Wednesday than on Tuesday?

F 14
G 16
H 24
J 26

Instruction: Provide an opportunity for students to interpret a chart or graph to solve addition and subtraction problems.

Parent Tip A:

Look for examples of charts and picture graphs in magazines and newspapers. Talk with your child about what information is available from the chart or graph.

B. Standard of Learning: 3.8 The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.

Builds To: Work with computation of whole numbers is a foundation for computation with more complex number systems.

B

15 Mount Rogers is 5,729 feet high. Mount Hawksbill is 4,049 feet high. How much higher is Mount Rogers than Mount Hawksbill?

A 680 ft
B 1,239 ft
C 1,680 ft
D 1,720 ft

Instruction: Provide students with an opportunity to solve problems that include charts and other diagrams, as well as problems that require addition and/or subtraction.

Parent Tip B:

Have your child identify numbers on a license plate or sign and add or subtract them.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.8 The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.

Builds To: Work with computation of whole numbers is a foundation for computation with more complex number systems.

A

16 On the first day of their vacation, the Barry family drove 628 miles. On the second day, they drove 602 miles. How many miles did the Barry family drive in these two days?

F 1,226
G 1,230
H 1,248
J 1,330

Instruction: Provide students with an opportunity to solve problems that include charts and other diagrams, as well as problems that require addition and/or subtraction.

Parent Tip A:

Have your child identify numbers on a license plate or sign and add or subtract them.

B. Standard of Learning: 3.9 The student will recall the multiplication and division facts through the nines table.

Builds To: Work with multiplication and division facts continues through the study of math.

B

17 4 × 8 =

A 12
B 28
C 32
D 36

18

54 ÷ 6 =

F 7
G 8
H 9
J 12

Instruction: Provide students with an opportunity to solve problems that require multiplication and/or division.

Parent Tip B:

Have your child identify numbers on a license plate or sign and multiply or divide them.

Mathematics Test

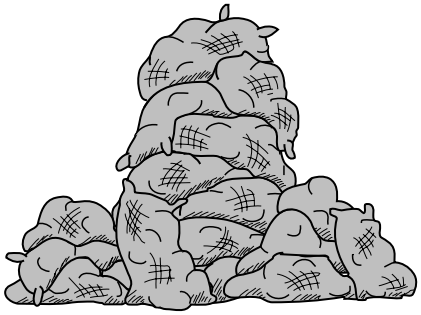
3 GRADE

A. Standard of Learning: 3.10 The student will create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.

Builds To: Work with problem solving and multiplication is used in all future mathematics courses.

A

19



Mr. Jonas bought 27 bags of potatoes. Each bag weighed exactly 5 pounds. How many pounds of potatoes is that all together?

A 32
B 107
C 130
D 135

20

29 × 2 = ?

Which problem can be solved using the number sentence in the box?

F Sharon saw 29 boats on the lake and 2 boats at the dock. How many boats is that in all?

G A parking lot has 29 cars in each row. There are 2 rows of cars. How many cars is that all together?

H Mrs. Jensen had 29 rulers. She gave 2 to her students. How many rulers did she have left?

J Travis had 29 cookies. If he puts 2 cookies in each lunch bag, how many lunch bags will he use?

Instruction: Provide students with an opportunity to represent a problem situation with a multiplication sentence and to solve a problem situation requiring multiplication.

Parent Tip A:

Look for opportunities to have your child do multiplication "problems" for you.

Mathematics Test

3 GRADE

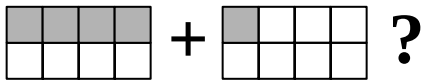
A. Standard of Learning: 3.11. The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials.

Builds To: Work with fractions continues throughout the study of mathematics.

A

21 **This is a whole.**

What is



A $\frac{1}{4}$

B $\frac{3}{8}$

C $\frac{5}{8}$

D $\frac{5}{1}$

Instruction: Provide students an opportunity to use pictorial representations for addition of fractions.

Parent Tip A:

Use measuring cups(¼) to show adding ¼ + ¼ = ½ by pouring into a measuring cup with ½ marked on it.

Mathematics Test

3 GRADE

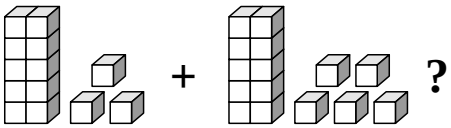
A. Standard of Learning: 3.12. The student will add and subtract with decimals expressed as tenths, using concrete materials and paper and pencil.

Builds To: Work with decimals continues through future mathematics courses.

A

22 **This is one.** **This is one tenth.**

What is



F 2.8
G 3.3
H 3.5
J 8.2

Instruction: Provide students an opportunity to determine the sum from a pictorial representation of base-ten blocks.

Parent Tip A:

Use dollars and dimes to practice adding tenths and units.

Mathematics Test

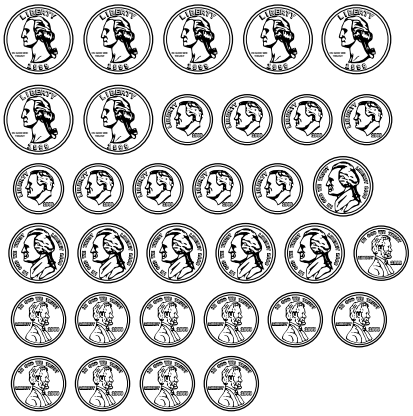
3 GRADE

A. Standard of Learning: 3.13. The student will determine by counting the value of a collection of bills and coins up to $5.00, compare the value of the coins or bills, and make change.

Builds To: Work with money is an important skill for preparation to calculate commission, taxes, and other money problems in future mathematics.

A

23 What is the total value of the group of coins shown below?

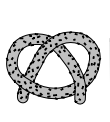


A $1.91
B $2.06
C $2.33
D $3.06

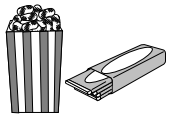
24 Darryl has this money to spend on snacks at the movies.

Which two things can Darryl buy with this money?

F  **$3.90**

G 

$3.35

H  **$3.70**

J  **$3.40**

Instruction: Provide students with an opportunity to use "play" money and pictorial representations of "play" money to determine an amount of change.

Parent Tip A:

Have your child look at a coupon amount and count out that amount of money or give your child a dollar bill and a coupon and have your child count back change for you.

Mathematics Test

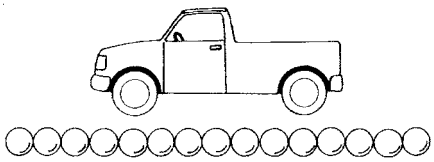
3 GRADE

Reporting Category: Measurement and Geometry

A. Standard of Learning: 1.12. The student will use nonstandard units to measure length and weight.

Builds To: Work with nonstandard units of measurement helps students understand standard units of measure.

A
25



How many marbles long is the toy truck?

A 8
B 9
C 12
D 15

Instruction: Provide students an opportunity to measure objects with marbles and give an approximate answer with the unit of measure (marbles).

Parent Tip A:

Have your child use nonstandard measuring devices to determine length and/or weight of objects.

Mathematics Test

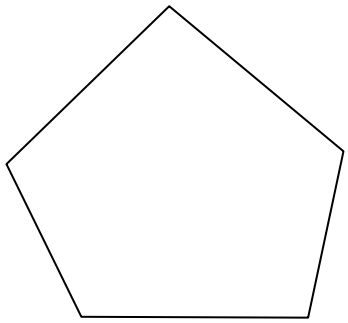
3 GRADE

A. Standard of Learning: 2.12. The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including the distance around a polygon (determine perimeter).

Builds To: Work with measurement is continued through the study of Geometry.

A

26 Use your centimeter ruler to help you answer this question.



Which is closest to the distance around this figure?

F 12 centimeters
G 15 centimeters
H 18 centimeters
J 20 centimeters

Instruction: Provide students an opportunity to measure around a figure with a metric ruler.

Parent Tip A:

Have your child use a ruler to measure the distance around an object found in the house.

Mathematics Test

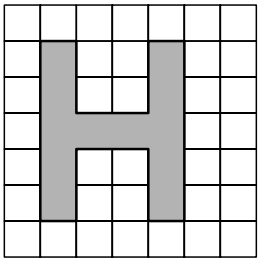
3 GRADE

A. Standard of Learning: 2.13. The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface (determine area).

Builds To: Work with area continues through future mathematics study.

A

27 Each small square on the grid is 1 square unit.



How many square units are needed to make the shaded figure?

A 10
B 11
C 12
D 14

Instruction: Provide students an opportunity to find the number of square units needed to make a figure.

Parent Tip A:

Have your child cover a figure with graph paper and count the number of squares it covers.

Mathematics Test

3 GRADE

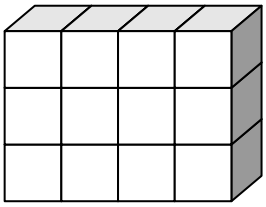
A. Standard of Learning: 2.14. The student will estimate and then count the number of cubes in a rectangular box (determine volume).

Builds To: Work with volume continues through future mathematics courses.

A

28 This is 1 cube.

How many of these cubes are needed to make the group shown below?



F 12
G 16
H 18
J 19

Instruction: Provide students an opportunity to count the number of cubes in a diagram of a box.

Parent Tip A:

Have your child use sugar cubes to fill a box and count the number needed to fill the box.

Mathematics Test

3 GRADE

A. Standard of Learning: 2.15. The student will estimate and then determine weight / mass of familiar objects in pounds and / or kilograms, using a scale.

Builds To: Work with estimation of weight continues through future mathematics courses.

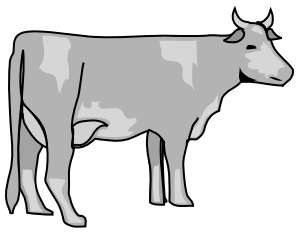
A

29 Which would weigh closest to 10 pounds?

A  a caterpillar

B  a butterfly

C  a poodle

D  a cow

Instruction: Provide students with an opportunity to estimate the weight of objects and make comparisons.

Parent Tip A:

Have your child weigh produce at the grocery store. Let the child estimate the weight before putting it on the scale.

Mathematics Test

3 GRADE

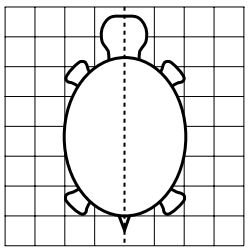
A. Standard of Learning: 2.19. The student will identify and create figures, symmetric along a line, using various concrete materials.

Builds To: Work with symmetry continues through future mathematics courses.

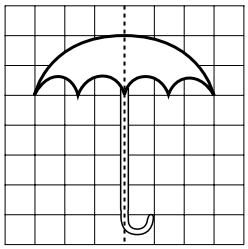
A

30 In which figure is the dotted line a line of symmetry?

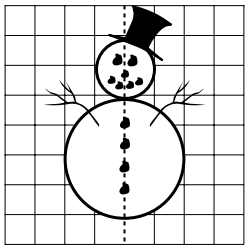
F



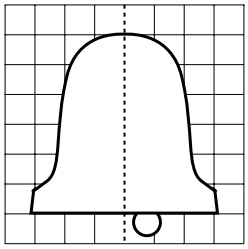
G



H



J



Instruction: Provide students an opportunity to identify a line of symmetry on symmetric figures using grid paper.

Parent Tip A:

Have your child complete a drawing of a heart and draw the line of symmetry.

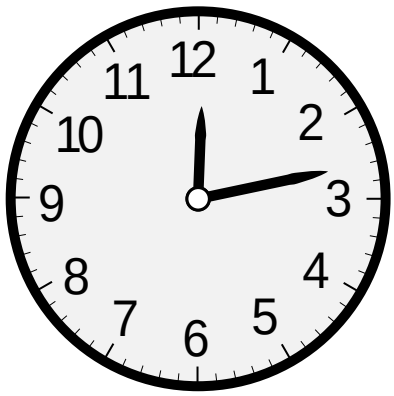
Mathematics Test

3 GRADE

A. Standard of Learning: 3.15. The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.

Builds To: Work with concepts of time continues through future mathematics study.

A
31



Which of these shows the same time as the clock above?

A 12:13

B 12:23

C 2:00

D 2:12

Instruction: Provide students an opportunity to work with both an analog and a digital clock simultaneously.

Parent Tip A:

Have your child tell you the time using both an analog and a digital clock simultaneously.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.16. The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.

Builds To: Work with periods of time continues through future courses.

A

32 Dwight spent 1 week at summer camp. What is the total number of days in 1 week?

F 2
G 4
H 5
J 7

Instruction: Provide students with an opportunity to convert from weeks to days.

Parent Tip A:

Have your child tell you how long it is before an event occurs, making sure that different time periods are used. Events should be short– and long–term in nature.

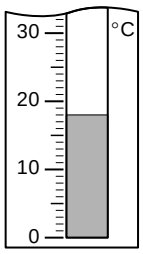
Mathematics Test

3 GRADE

A. Standard of Learning: 3.17. The student will read temperature, to the nearest degree, from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.

Builds To: Work with thermometers and temperature continues through future mathematics study.

A
33



Which is closest to the temperature shown on this thermometer?

A 10°C
B 20°C
C 25°C
D 28°C

Instruction: Provide students an opportunity to read the temperature from a physical model (diagram) of a thermometer.

Parent Tip A:

Have your child read a thermometer to the nearest degree.

Mathematics Test

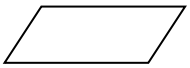
3 GRADE

A. Standard of Learning: 3.18. The student will analyze plane and solid geometric figures (square, rectangle, triangle, cube, rectangular solid, and cylinder) and identify relevant properties, including the number of corners, square corners, the shape of faces, and edges.

Builds To: Work with the properties of plane and solid geometric figures continues through future mathematics courses.

A

34 Nell drew a figure with 4 square corners. Which could be the figure she drew?

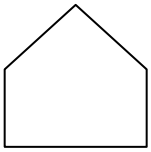
F 

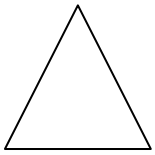
G 

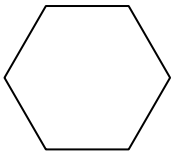
H 

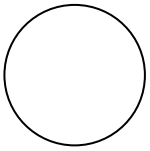
J 

35 Which could be one of the faces of a cylinder?

A 

B 

C 

D 

Instruction: Provide students an opportunity to identify square corners in diagrams and to identify cylinders.

Parent Tip A:

Have your child use geometric terms to describe objects such as a cereal box (rectangular solid), soup can (cylinder), a sheet of paper (rectangle), and a cracker (square).

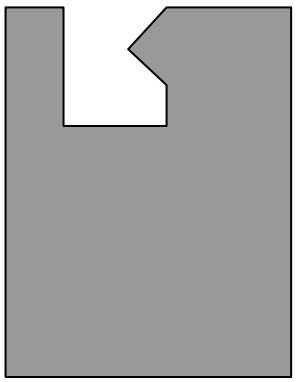
Mathematics Test

3 GRADE

A. Standard of Learning: 3.20. The student, given appropriate drawings or models, will identify and describe congruent and symmetrical two-dimensional figures, using tracing procedures.

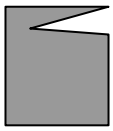
Builds To: Work with congruence and symmetry continues through high school mathematics courses.

A
36

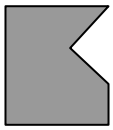


Iris cut a piece from this sheet of paper. Which is the piece that she cut?

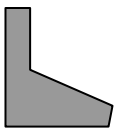
F



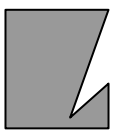
G



H



J



Instruction: Provide students an opportunity to complete tiling diagrams.

Parent Tip A:

Have your child trace around a figure and identify the parts of the original shape and the traced shape that correspond to one another.

Mathematics Test

3 GRADE

Reporting Category: Probability and Statistics

A. Standard of Learning: 1.19. The student will interpret information displayed in a picture or object graph using the vocabulary: more, less, fewer, greater than, and less than.

Builds To: Work with interpreting graphs continues through future mathematics courses.

A

37 The graph shows the favorite winter activities of the students in Randy's class.

Favorite Winter Activities

Activity	Number of Votes
Skiing 	☺☺☺
Ice Skating 	☺☺☺☺☺☺
Sledding 	☺☺☺☺☺☺☺☺☺☺
Hockey 	☺☺☺☺

How many fewer liked hockey than sledding?

A 3
B 4
C 5
D 6

Instruction: Provide students an opportunity to use the term "fewer" in identifying particular categories in a picture graph.

Parent Tip A:

Have your child practice using vocabulary such as "more," "less," "fewer," "greater than," and "less than" in as many situations as possible. Graphs in newspapers can be used.

Mathematics Test

3 GRADE

A. Standard of Learning: 2.22. The student, given a calendar, will determine past and future days of the week and identify specific dates.

Builds To: Work with calendars continues through future mathematics courses.

A

38

JANUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11		

Wendy is making this calendar for the bulletin board. What day of the week should January 22 be on?

F Sunday
G Monday
H Wednesday
J Friday

Instruction: Provide students an opportunity to use a calendar and determine future dates.

Parent Tip A:

Have your child use a calendar to determine days of the week that have occurred and when days of the week will happen.

Mathematics Test

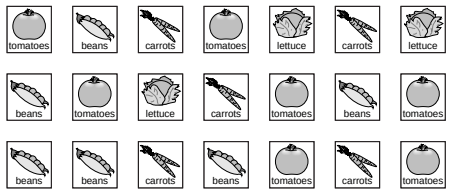
3 GRADE

A. Standard of Learning: 3.21. The student, given grid paper, will collect data on a given topic of his/her choice and construct a bar graph showing the results. A title and key will be included.

Builds To: Work with collecting and displaying data continues through future mathematics courses.

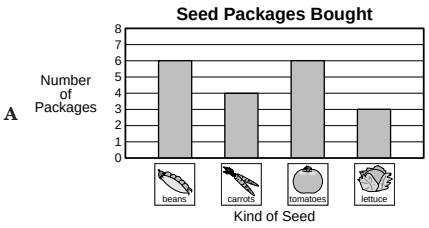
A

39

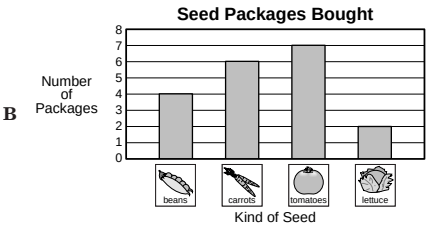


Robert bought the packages of seeds shown above. Which bar graph correctly shows the number of packages Robert bought?

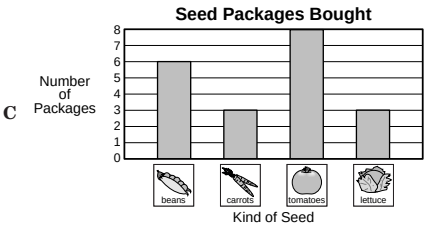
A



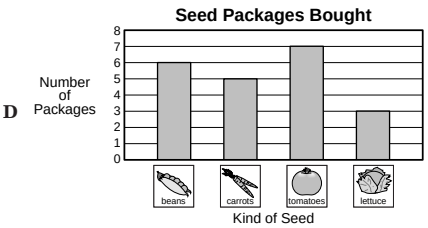
B



C



D



Instruction: Provide students an opportunity to sort items and display the sort in a bar graph labeled with categories.

Parent Tip A:

Have your child identify a topic of interest for which data can be collected, like people's favorite candy. Then have your child assemble the information into a bar graph for display.

Mathematics Test

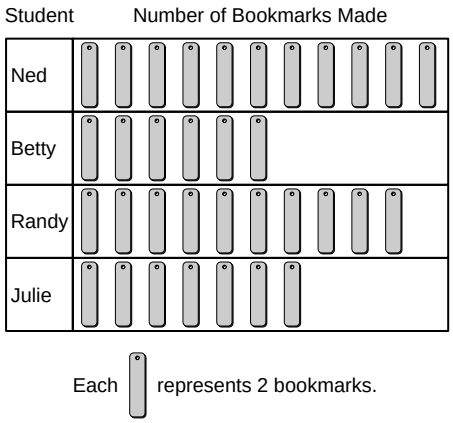
3 GRADE

A. Standard of Learning: 3.22. The student will read and interpret data represented in bar and picture graphs.

Builds To: Work with interpretation of graphs continues through future mathematics courses.

A

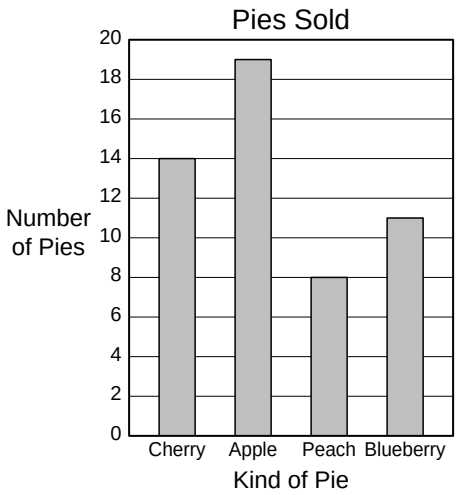
40 Four students made bookmarks to sell at the school fair. The graph shows the number of bookmarks each student made.



How many more bookmarks did Ned make than Julie?

F 6
G 8
H 16
J 18

41 The bar graph shows the number of pies sold during a bake sale.



How many more apple pies were sold than peach?

A 5
B 8
C 10
D 11

Instruction: Provide students an opportunity to use a key when interpreting data in a picture graph and to use data from a bar graph.

Parent Tip A:

Have your child look at a bar graph or picture graph from a magazine or newspaper and determine information from the graph.

Mathematics Test

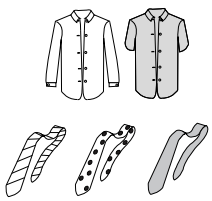
3 GRADE

A. Standard of Learning: 3.23. The student will investigate and describe the concept of probability as chance, and list possible results of a given situation.

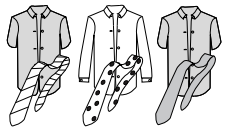
Builds To: Work with probability continues through future mathematics courses.

A

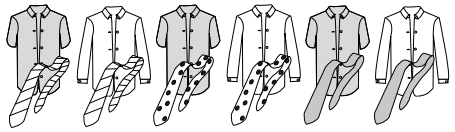
42 Roland has these shirts and ties to choose from.



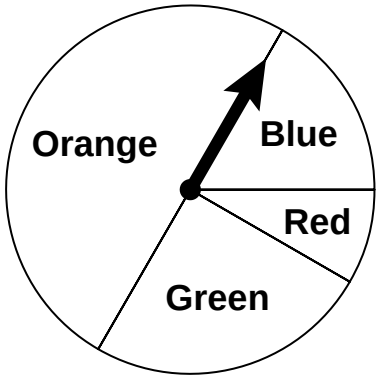
Which shows all the different ways he can combine 1 tie and 1 shirt?

F 

G 

H 

43 The picture below shows how a game spinner looked before Tim spun it.



When Tim spins the arrow on this spinner, on which space is the arrow MOST LIKELY to land?

A Red
B Blue
C Green
D Orange

Instruction: Provide students with an opportunity to make combinations from a set of items and to determine when an event is least likely to occur.

Parent Tip A:

Have your child predict the probability of different events, like tossing a coin or choosing an object from a set if he/she were blindfolded.

Mathematics Test

3 GRADE

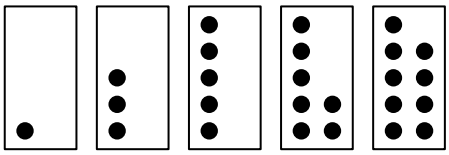
Reporting Category: Patterns, Functions, and Algebra

A. Standard of Learning: K.20 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.

Builds To: Work with patterns continues through future mathematics courses.

A

44 **Which best describes the pattern of dots on the blocks?**



F Each block has exactly one more dot than the one before it.

G Each block has two dots on it.

H Each block has exactly two more dots than the one before it.

J Each block has three or four dots on it.

Instruction: Provide students with an opportunity to analyze a pattern in pictures and then identify the description of the pattern.

Parent Tip A:

Make up a pattern for your child. Have your child tell you what the pattern is and then develop another problem that uses the same pattern.

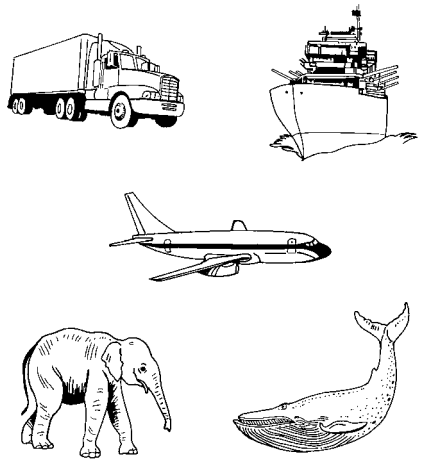
Mathematics Test

3 GRADE

A. Standard of Learning: 1.20. The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

Builds To: Work with classification continues through future mathematics courses.

A
45



Which is the best title for the group shown above?

A Things that have wheels
B Things that are big
C Things that are alive
D Things that float

Instruction: Provide students with an opportunity to determine what title is best for a set of sorted objects.

Parent Tip A:

Have your child sort a group of objects and explain what attribute he/she used to sort them.

Mathematics Test

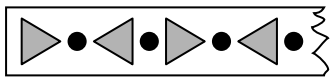
3 GRADE

A. Standard of Learning: 2.25. The student will identify, create, and extend a wide variety of patterns using symbols and objects.

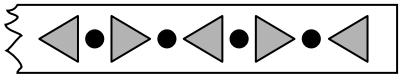
Builds To: Work with patterns continues through future mathematics courses.

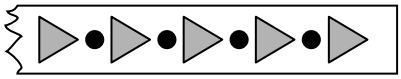
A

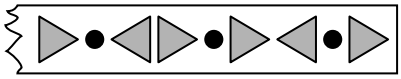
46 **Look at the pattern of shapes on this section of wallpaper.**

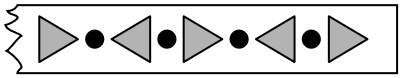


Which of the following would continue the pattern shown?

F 

G 

H 

J 

Instruction: Provide students with an opportunity to extend a color/shape pattern when given two complete cycles of repetition and the third cycle incomplete.

Parent Tip A:

Have your child create a pattern and then you guess the rule and mimic it. The patterns should involve rhythm, color, shapes, or numbers.

Mathematics Test

3 GRADE

A. Standard of Learning: 2.26. The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include 3 + __ = 7, or 9 − ___ = 2. Students will create story problems using the numerical sentences.

Builds To: Work with "Sentences" (equations) continues through future mathematics courses.

A

47 **Lily has 7 blue T-shirts and some red T-shirts in her drawer. There are 16 T-shirts all together. How many T-shirts are red?**

A 8
B 9
C 11
D 23

Instruction: Provide students with an opportunity to solve problem situations that require the use of basic facts for subtraction.

Parent Tip A:

Have your child complete numerical sentences involving basic facts and then make up a story about the sentence.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.24. The student will recognize and describe patterns formed using concrete objects, tables, and pictures and extend the pattern .

Builds To: Work with patterns continues through future mathematics courses.

A

48 What would be the next 3 numbers in this pattern?

9, 12, 15, 18, 21, 24, 27, __, __, __

F 28, 29, 30
G 30, 32, 34
H 30, 33, 36
J 33, 36, 39

49 The table shows the amount of time Karen spent practicing ice skating.

Day	Practice Time
Monday	30 minutes
Tuesday	45 minutes
Wednesday	60 minutes
Thursday	75 minutes
Friday	90 minutes
Saturday	**?**

If the pattern in the table continues, how many minutes will Karen spend practicing on Saturday?

A 95
B 100
C 105
D 110

Instruction: Provide students with an opportunity to analyze a pattern in a table and extend the pattern.

Parent Tip A:

Have your child identify patterns around the house or the neighborhood. Use the description of the pattern to ask what would come next.

Mathematics Test

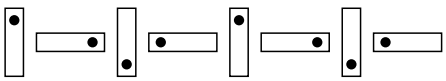
3 GRADE

A. Standard of Learning: 3.25. The student will analyze a given pattern formed using concrete objects and pictures and then create a pattern with the same attributes.

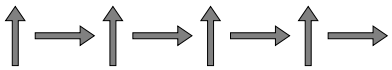
Builds To: Work with patterns continues through future mathematics courses.

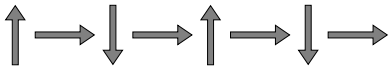
A

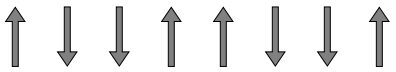
50 Look at this pattern of shapes.

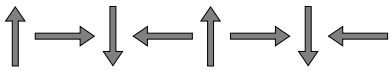


Which of these shows the same kind of pattern?

F 

G 

H 

J 

Instruction: Provide students with an opportunity to analyze a pattern in pictures and then identify the description of the pattern.

Parent Tip A:

Make up a pattern for your child. Have your child tell you what the pattern is and then develop another problem that uses the same pattern.

Science Test

3 GRADE

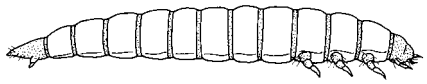
Reporting Category: Scientific Investigation

A. Standard of Learning: K.1 The student will conduct investigations in which

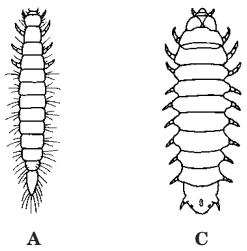
b) observations are made from multiple positions to achieve different perspectives.

Builds To: Work with making observations continues through high school science courses.

A
1



Which of these is the same as the animal above?



Instruction: Provide students an opportunity to identify animals from different positions.

Parent Tip A:

Have your child observe toys or objects from different positions and discuss their observations.

Science Test

3 GRADE

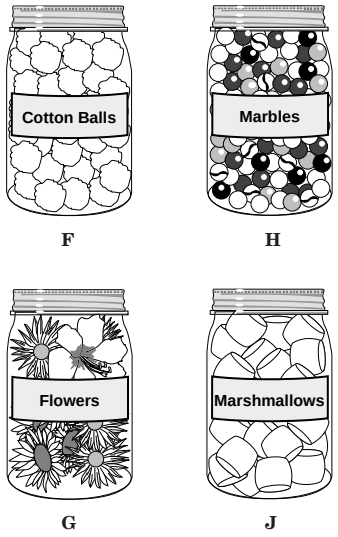
A. Standard of Learning: 1.1 The student will plan and conduct investigations in which

f) predictions are based on patterns of observation rather than random guesses.

Builds To: Work with making predictions continues through the study of science and increases in complexity.

A

2 Which jar would have the greatest mass?



Instruction: Provide students an opportunity to make predictions based on patterns of observation.

Parent Tip A:

Have your child fill two like glasses with two different types of objects, observe and decide which has the greater mass.

Science Test

3 GRADE

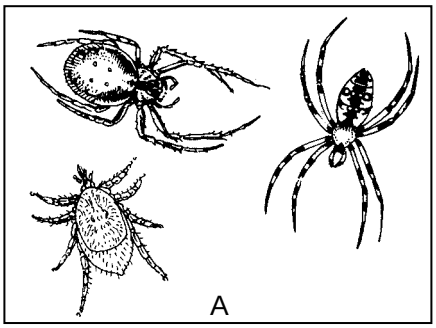
A. Standard of Learning: 2.1 The student will plan and conduct investigations in which

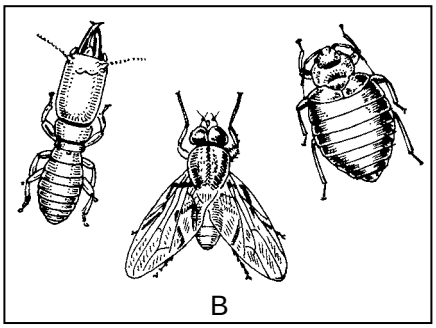
b) two or more attributes are used to classify items.

Builds To: Work with physical attributes continues through high school science courses.

A

3

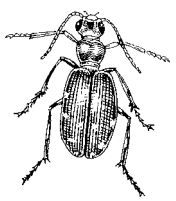


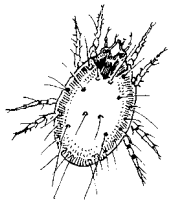


Insects have six legs and three major body parts. Which of the animals below belongs in Box B with the other insects?


A


C


B


D

Instruction: Provide students an opportunity to identify groups separated by the attributes of legs and body parts.

Parent Tip A:

Have your child separate a set of toys or other objects into two groups using the physical attributes of wheels and colors.

Science Test

3 GRADE

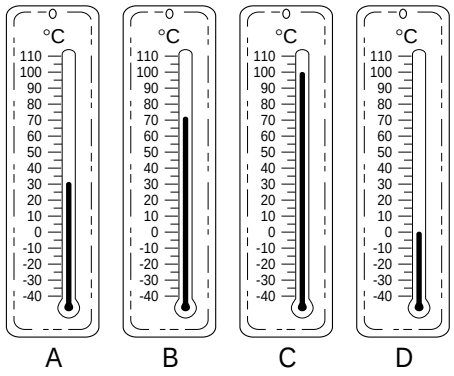
A. Standard of Learning: 2.1 The student will plan and conduct investigations in which

d) linear, volume, mass, and temperature measurements are made in metric (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds).

Builds To: Work with measurement in metric units and standard English units continues through the study of mathematics and science and increases in complexity.

A

4



Water boils at 100°C. Which thermometer shows the temperature of boiling water?

F A
G B
H C
J D

Instruction: Provide students an opportunity to read a thermometer in degrees Celsius, using both pictures and real thermometers.

Parent Tip A:

Have your child read a thermometer in degrees Celsius.

Science Test

3 GRADE

A. Standard of Learning: 3.1 The student will plan and conduct investigations in which

c) data are gathered, charted, and graphed.

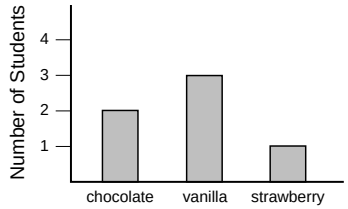
Builds To: Work with graphs continues through the study of mathematics and science and increases in complexity.

A
5

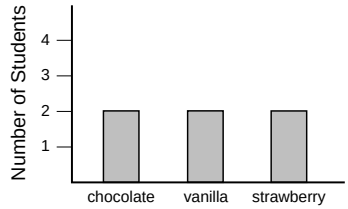
Student	Favorite Flavor
Joe	chocolate
Juan	vanilla
Jim	chocolate
Rose	strawberry
Sue	chocolate
Kim	vanilla

Which graph best represents the data above?

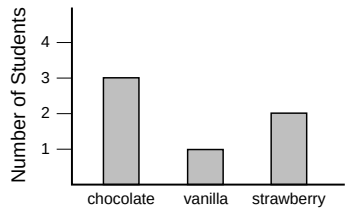
A



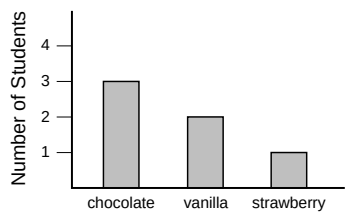
B



C



D



Instruction: Provide students an opportunity to use information from a table to construct a graph.

Parent Tip A:

Have your child arrange toys or other objects by color. Make a graph to show the number of objects for each color.

Science Test

3 GRADE

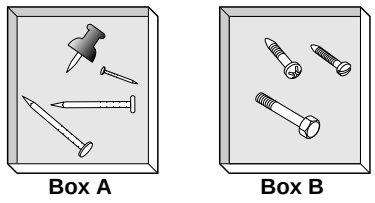
A. Standard of Learning: 3.1 The student will plan and conduct investigations in which

d) objects with similar characteristics are classified into at least two sets and two subsets.

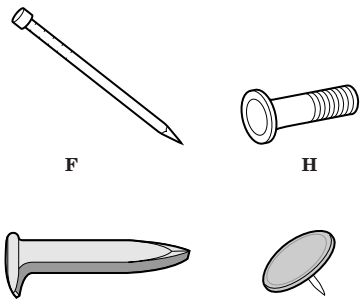
Builds To: Work with classification continues throughout the study of science and increases in complexity.

A

6



Which object below belongs in Box B?



Instruction: Provide students an opportunity to analyze a chart or work with real objects divided into two sets and classify objects into a specified group.

Parent Tip A:

Have your child classify a group of toys or other objects into two sets.

Science Test

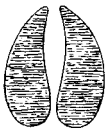
3 GRADE

A. Standard of Learning: 3.1 The student will plan and conduct investigations in which

e) inferences are made and conclusions are drawn.

Builds To: Work with inferences and conclusions continues throughout the study of science and increases in complexity.

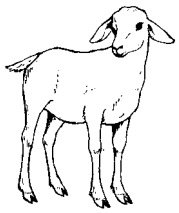
A
7



Which animal probably made this track?

A

C



B

D

Instruction: Provide students an opportunity to observe foot tracks and observe animal feet from different perspectives, and then conclude which animal probably made the tracks.

Parent Tip A:

Have your child make prints of his feet and hands and discuss how they match.

Science Test

3 GRADE

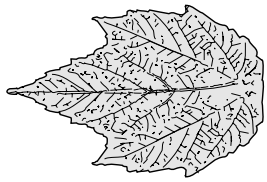
A. Standard of Learning: 3.1 The student will plan and conduct investigations in which

g) length is measured to the nearest centimeter.

Builds To: Work with length and distance measuring continues throughout the study of science and mathematics and increases in complexity.

A

8



Which of these is closest to the length of the leaf?

F 1 cm
G 2 cm
H 3 cm
J 4 cm

Instruction: Provide students an opportunity to guess and use a metric ruler to identify various centimeter lengths.

Parent Tip A:

Have your child guess the length in centimeters of an object and then use a metric ruler to measure the length.

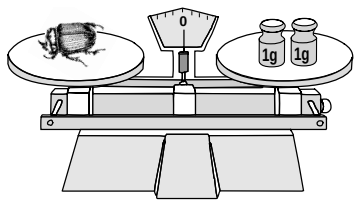
B. Standard of Learning: 3.1 The student will plan and conduct investigations in which

h) mass is measured to the nearest gram.

Builds To: Work with mass and using a balance continues throughout the study of science and increases in complexity.

B

9



The mass of this insect is —

A 1 g
B 2 g
C 3 g
D 4 g

Instruction: Provide students an opportunity to use a pan balance to determine mass of objects.

Parent Tip B:

Have your child demonstrate and/or explain how to determine mass using a pan balance.

Science Test

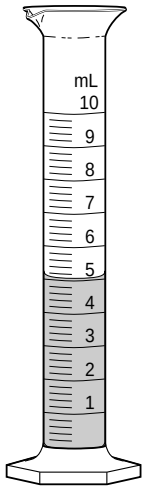
GRADE 3

A. Standard of Learning: 3.1 The student will plan and conduct investigations in which

i) volume is measured to the nearest milliliter and liter.

Builds To: Work with volume and liquid measure continues throughout the study of science and mathematics and increases in complexity.

A
10



What is the volume of the water?

F 5.1 mL
G 5.5 mL
H 51 mL
J 55 mL

Instruction: Provide students an opportunity to identify the amount of water in a graduated cylinder marked in milliliters for a specified amount.

Parent Tip A:

Have your child read a liquid amount measured in a measuring cup marked in milliliters.

Science Test

3 GRADE

Reporting Category: Force, Motion, Energy, and Matter

A. Standard of Learning: K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include

a) attraction / nonattraction, push / pull, attract / repel, and metal / nonmetal.

Builds To: Work with magnets and their properties continues throughout the study of science and increases in complexity.

A

11 Some screwdrivers can pick up a screw just by touching it. What causes the screw to be attracted to the screwdriver?

A Electricity
B Gravity
C Magnetism
D Heat

Instruction: Provide students an opportunity to use a magnet with a variety of objects and identify whether the objects are magnetic or nonmagnetic.

Parent Tip A:

Have your child use a simple magnet on objects around the house to determine whether the objects are magnetic or nonmagnetic.

Science Test

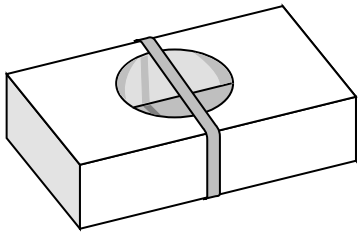
3 GRADE

A. Standard of Learning: 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include

b) objects vibrate.

Builds To: Work with motion continues throughout the study of science and increases in complexity.

A
12



When the rubber band on the box is picked, it will —

F move in a circle
G vibrate back and forth
H stay still
J break the box

Instruction: Provide students an opportunity to observe a rubber band vibrate when stretched around a box with an opening.

Parent Tip A:

Have your child place a rubber band around a box with an opening. Pluck the rubber band, and observe its motion.

Science Test

3 GRADE

A. Standard of Learning: 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include

d) the motion of objects may be observed in toys and in playground activities.

Builds To: Work with motion continues throughout the study of science and increases in complexity.

A
13

Which type of motion is shown by this swing?

A Circular
B Back and forth
C Straight line
D Irregular

Instruction: Provide students an opportunity to observe and identify the type of motion shown by playground equipment.

Parent Tip A:

Have your child describe and name the type of motion shown by a swing and other playground equipment.

Science Test

3 GRADE

A. Standard of Learning: 1.3 The student will investigate and understand how different common materials interact with water. Key concepts include

b) some everyday solids (baking soda, powdered drink mix, sugar, salt) will dissolve, others (sand, soil, rocks) will not.

Builds To: Work with water and simple solid interactions continues throughout the study of science and increases in complexity.

A

14 Which material will <u>not</u> dissolve in water?

F Sugar
G Salt
H Baking soda
J Sand

Instruction: Provide students an opportunity to mix together some solids with water and discuss how to tell when something dissolves.

Parent Tip A:

Have your child mix some common solids with water and describe when they know a substance is dissolved.

Science Test

3 GRADE

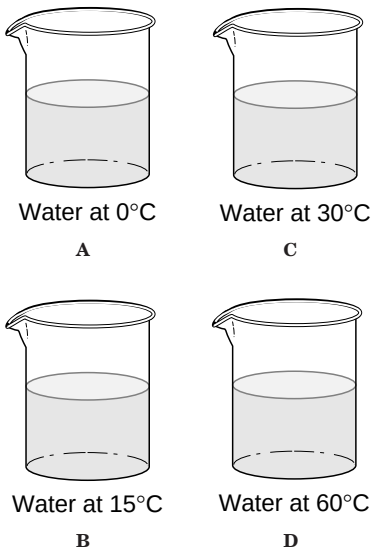
A. Standard of Learning: 1.3 The student will investigate and understand how different common materials interact with water. Key concepts include

c) some substances will dissolve easily in hot water rather than cold water.

Builds To: Work with water and simple solid interactions continues throughout the study of science and increases in complexity.

A

15 Sugar will dissolve most easily in which beaker?



Instruction: Provide students an opportunity to investigate what happens when they mix the same amount of sugar in the same amount of water with different temperatures.

Parent Tip A:

Have your child mix sugar with water at different temperatures and observe which dissolves most easily.

Science Test

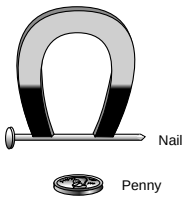
3 GRADE

A. Standard of Learning: 2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include

a) magnetism, iron, magnetic / nonmagnetic, opposites, poles, attract / repel.

Builds To: Work with magnets and their properties continues and is used in more complex forms in the study of basic characteristics of magnetism.

A
16



The magnet will pick up the nail but not the penny because the nail —

F has rust on it
G is lighter than the penny
H has a sharp point
J contains iron

Instruction: Provide students an opportunity to use a magnet with a variety of objects and identify whether the object is magnetic or nonmagnetic.

Parent Tip A:

Have your child use a simple magnet on objects around the house to determine whether the object is magnetic or nonmagnetic.

Science Test

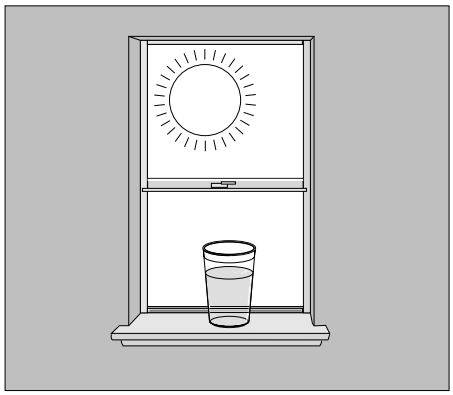
3 GRADE

A. Standard of Learning: 2.3.The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include

b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, freezing, expanding, and contracting).

Builds To: Work with changes in the states of matter increases in complexity throughout the study of science.

A
17



When water disappears from a glass on a hot sunny day, it is —

A boiling
B condensing
C melting
D evaporating

Instruction: Provide students an opportunity to observe what happens to water when it is allowed to evaporate from a container.

Parent Tip A:

Have your child mark the water level in a glass and place it by a window on a sunny day. Observe the water level after a few hours and explain the process of evaporation.

Science Test

3 GRADE

A. Standard of Learning: 3.2 The student will investigate and understand simple machines and their uses. Key concepts include

a) types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge).

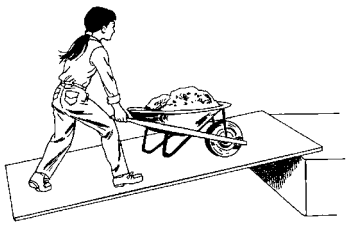
Builds To: Work with simple machines continues through the study of science and increases in complexity.

A

18 Which person is using a wedge?

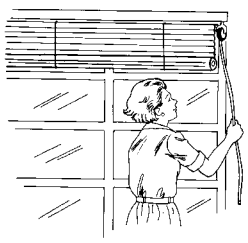
F

G



H

J



Instruction: Provide students an opportunity to identify simple machines from a list of machines or by examining household tools and familiar objects.

Parent Tip A:

Have your child identify simple machines around the house.

Science Test

3 GRADE

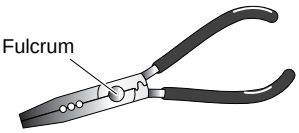
A. Standard of Learning: 3.2 The student will investigate and understand simple machines and their uses. Key concepts include

c) examples of simple machines found in the school, home, and work environment.

Builds To: Work with simple machines continues through the study of science and increases in complexity.

A

19



The picture shows a simple machine used at home and at school. Which type of simple machine is shown in the picture?

A A pulley
B A screw
C A lever
D A wedge

Instruction: Provide students an opportunity to identify examples of simple machines around school and home.

Parent Tip A:

Have your child identify simple machines around the house and explain how they are used to make work easier.

B. Standard of Learning: 3.3 The student will investigate and understand that objects can be described in terms of the materials they are made of and their physical properties. Key concepts include

b) materials are composed of parts that are too small to be seen without magnification.

Builds To: Work with physical properties of substances continues throughout the study of science and increases in complexity.

B

20 **If you could examine a piece of cloth with a hand lens, you would see that the cloth is made of —**

F energy
G threads
H glue
J minerals

Instruction: Provide students an opportunity to use a hand lens to examine cloth and see that it is made of threads.

Parent Tip B:

Have your child rip a piece of cloth and separate the threads that make up the cloth.

Science Test

3 GRADE

Reporting Category: Life Processes and Living Systems

A. Standard of Learning: 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include

a) needs (food, air, water, light, and a place to grow).

Builds To: Work with the study of plants continues throughout the study of science and increases in complexity.

A

21 Which of these is <u>more</u> important for plants than for animals in order to live?

A Air
B Water
C Sunlight
D A place to live

Instruction: Provide students an opportunity to work with green plants to understand their needs and why they are important.

Parent Tip A:

Have your child look at plants around the yard and discuss what they need to live and why they are important.

Science Test

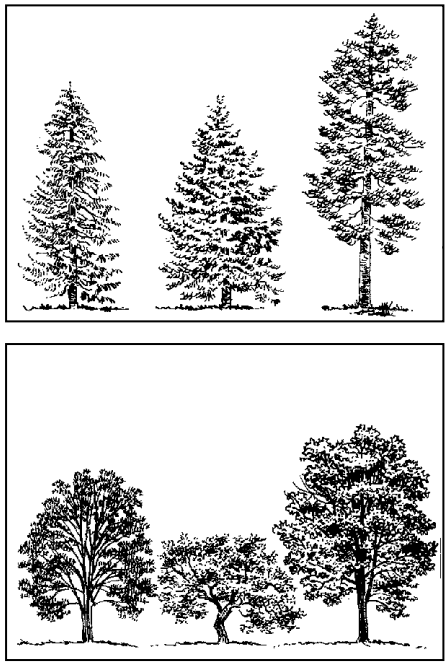
3 GRADE

A. Standard of Learning: 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include

c) characteristics: edible / nonedible, flowering / nonflowering, evergreen / deciduous.

Builds To: Work with plants continues throughout the study of science and increases in complexity.

A
22



Which set of names best fits the two boxes?

F Roots and Stems
G Evergreen and Deciduous
H Edible and Nonedible
J Flowering and Nonflowering

Instruction: Provide students an opportunity to identify pictures representing evergreen and deciduous trees.

Parent Tip A:

Have your child identify evergreen and deciduous trees in pictures and in your environment.

Science Test

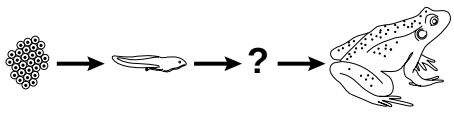
3 GRADE

A. Standard of Learning: 2.4 The student will investigate and understand that plants and animals go through a series of orderly changes in their life cycles. Key concepts include

a) some animals (frogs and butterflies) go through distinct stages during their lives while others generally resemble their parents.

Builds To: Work with life cycles continues throughout the study of science and increases in complexity.

A
23



Which of the following is missing above?

A 

B 

C 

D 

Instruction: Provide students an opportunity to observe life cycles, using pictures, films, and live organisms.

Parent Tip A:

Have your child look at pictures of tadpoles and frogs, caterpillars, and butterflies to investigate distinct stages of development.

Science Test

3 GRADE

A. Standard of Learning: 2.4 The student will investigate and understand that plants and animals go through a series of orderly changes in their life cycles. Key concepts include

b) flowering plants undergo many changes from the formation of the flower to the development of the fruit.

Builds To: Work with life cycles continues throughout the study of science and increases in complexity.

A

24 Which of these becomes an apple on an apple tree?

F A root
G A flower
H A leaf
J A twig

Instruction: Provide students an opportunity to observe life cycles, using pictures, films, and live flowering plants.

Parent Tip A:

Have your child look at pictures and fruit trees to observe stages of development of the fruit.

Science Test

3 GRADE

A. Standard of Learning: 3.4 The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include

a) methods of gathering and storing food, finding shelter, defending themselves, and rearing young.

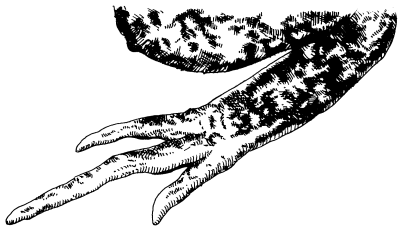
Builds To: Work with behavioral and physical adaptations of animals continues throughout the study of science, especially in grade 7 Life Science and Biology.

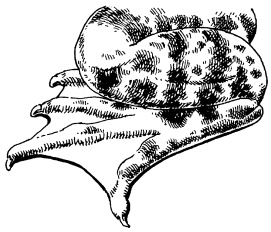
A

25 The stinger on a wasp is used to —

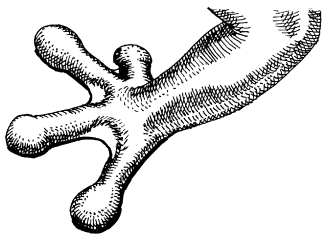
A attract other wasps
B carry food
C protect the wasp
D build its home

26 Which type of frog foot is best adapted for swimming?

F 

G 

H 

J 

Instruction: Provide students an opportunity to determine the advantage of some animals having stingers; and determine how the foot of a frog helps it swim.

Parent Tip A:

Have your child look at pictures of animals and discuss how the animals' adaptations or behavior protect them from predators.

Science Test

3 GRADE

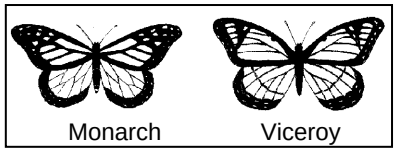
A. Standard of Learning: 3.4 The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include

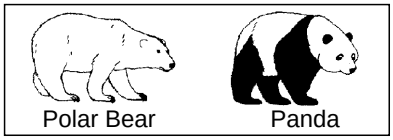
b) hibernation, migration, camouflage, mimicry, instinct, and learned behavior.

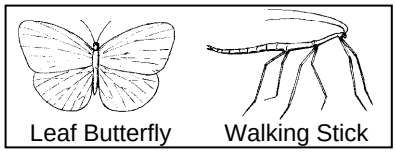
Builds To: Work with behavioral and physical adaptations of animals continues throughout the study of science, especially in grade 7 Life Science and Biology.

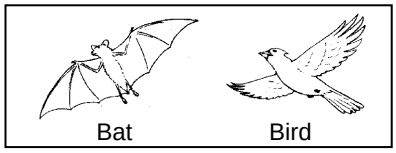
A

27 Which box shows animals that depend most on camouflage for protection?

A


B


C


D


Instruction: Provide students an opportunity to determine the advantage of an animal looking like another animal.

Parent Tip A:

Have your child look at pictures of animals and discuss how the animals' adaptations or behavior protect them from predators.

Science Test

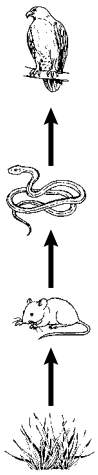
3 GRADE

A. Standard of Learning: 3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include

c) predator – prey.

Builds To: Work with food chains continues throughout the study of science, especially in grade 7 Life Science and Biology.

A
28



The snake in this food chain is a predator because it —

F eats other animals
G is eaten by the hawk
H is the largest animal
J eats only plants

Instruction: Provide students an opportunity to understand predator - prey relationships among organisms.

Parent Tip A:

Have your child look at pictures of animals and identify them as predator or prey and give reasons.

Science Test

3 GRADE

A. Standard of Learning: 3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include

b) dry-land environments (desert, grassland, rainforest, and forest environments).

Builds To: Work with the environment and its importance to plants and animals continues throughout the study of science and increases in complexity.

A
29

What type of animals would be found in the above environment?

A Forest animals
B Grassland animals
C Rain forest animals
D Pond animals

Instruction: Provide students an opportunity to investigate the types of plants and animals that are common to different environments.

Parent Tip A:

Have your child use pictures to identify types of environments and the plants and animals that are present.

Science Test

3 GRADE

A. Standard of Learning: 3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include

c) population and community.

Builds To: Work with the environment and its importance to plants and animals continues throughout the study of science and increases in complexity.

A

30 Flies reproduce very rapidly. Some can lay hundreds of eggs. What keeps the world from being overpopulated with flies?

F They are too small.
G They fly in the air.
H Many of them are eaten.
J Many of them migrate.

Instruction: Provide students an opportunity to investigate the plant and animal balance found in a population or community.

Parent Tip A:

Have your child discuss the life cycle of flies and what happens to many of them.

Science Test

3 GRADE

Reporting Category: Earth/Space Systems and Cycles

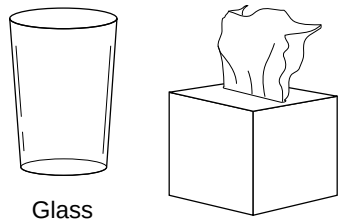
A. Standard of Learning: K.10 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include

a) identifying materials and objects that can be used over and over again.

Builds To: Work with reusing materials continues throughout the study of science and increases in complexity.

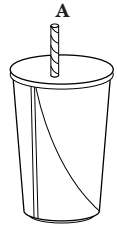
A

31 Which item can be used over and over again?

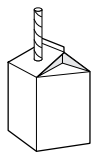


A

C



B



D

Instruction: Provide students an opportunity to investigate materials that can be reused.

Parent Tip A:

Have your child identify materials in the home that can be used over and over again compared to those that cannot.

Science Test

3 GRADE

A. Standard of Learning: 1.6 The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include

b) night and day are caused by the rotation of the Earth.

Builds To: Work with cycles in nature continues throughout the study of science and increases in complexity.

A

32 Which of these is caused by the turning of the Earth?

F Day and night
G Summer and winter
H Moon phases
J Stars

Instruction: Provide students an opportunity to investigate the rotation of the Earth on its axis and the result being day or night.

Parent Tip A:

Have your child explain how day and night occur with respect to the Earth rotating on its axis.

Science Test

3 GRADE

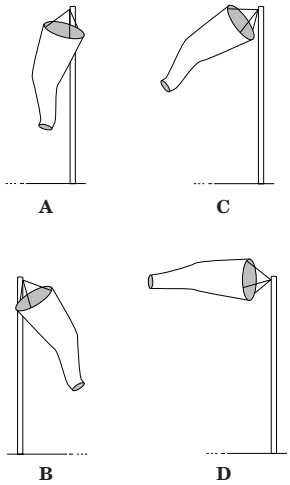
A. Standard of Learning: 2.6 The student will investigate and understand basic types and patterns of weather. Key concepts include

b) the uses and importance of measuring and recording weather data.

Builds To: Work with weather continues throughout the study of science and increases in complexity.

A

33 Which of these shows the fastest blowing wind?



34

Average Date of the Last Frost	
Richmond	April 15
Norfolk	April 6
Abingdon	April 20
Front Royal	April 19

Based on the chart, farmers near which city would plant their crops the earliest in the spring?

F Richmond
G Norfolk
H Abingdon
J Front Royal

Instruction: Provide students an opportunity to see the relationship between wind speeds; and see the relationship between frost and planting crops.

Parent Tip A:

Have your child show how a flag may look when the wind blows slowly and then very fast. Have your child interpret a chart that gives dates of last frost and determine when the area warmed up.

Science Test

3 GRADE

A. Standard of Learning: 3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include

a) soil provides the support and nutrients necessary for plant growth.

Builds To: Work with soil and its importance to plants and animals continues throughout the study of science and increases in complexity.

A

35 Soil helps trees because soil —

A makes food for the trees
B gives nutrients to the trees
C turns the roots into new trees
D moves the tree seeds to new places

Instruction: Provide students an opportunity to understand how soil helps trees.

Parent Tip A:

Have your child explain how soil helps trees.

Science Test

3 GRADE

A. Standard of Learning: 3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include

b) topsoil is a natural product of subsoil and bedrock.

Builds To: Work with soil and its importance to plants and animals continues throughout the study of science and increases in complexity.

A

36 In which Earth layer do most grasses grow?

F Solid rock
G Topsoil
H Subsoil
J Bedrock

Instruction: Provide students an opportunity to understand the Earth layers and characteristics of each.

Parent Tip A:

Have your child observe topsoil and explain its characteristics.

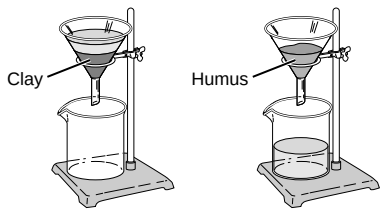
B. Standard of Learning: 3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include

c) rock, clay, silt, sand, and humus are components of soils.

Builds To: Work with soil and its importance to plants and animals continues throughout the study of science and increases in complexity.

B

37



50 mL of Water Added to Each Funnel

This experiment shows that —

A clay and humus do not hold water
B humus holds water better than clay
C clay holds water better than humus
D clay and humus hold the same amount of water

Instruction: Provide students an opportunity to investigate characteristics of clay and humus.

Parent Tip B:

Have your child punch holes in the bottoms of two paper cups. Put humus in one and clay in the other. Pour water into each and observe the amount of water that passes through the clay and humus.

Science Test

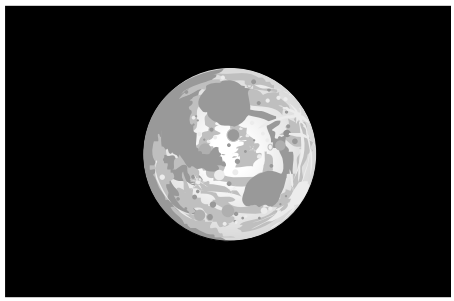
3 GRADE

A. Standard of Learning: 3.8 The student will investigate and understand basic sequences and cycles occurring in nature. Key concepts include

a) sequences of natural events (day and night, seasonal changes, phases of the moon, and tides).

Builds To: Work with cycles in nature continues throughout the study of science and increases in complexity.

A
38



When the moon is seen from the Earth as a whole circle, it is called a —

F full moon
G crescent moon
H new moon
J half moon

Instruction: Provide students an opportunity to investigate the moon phases.

Parent Tip A:

Have your child observe the moon during different phases and name the phases.

Science Test

3 GRADE

A. Standard of Learning: 3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include

a) the origin of energy that drives the water cycle.

Builds To: Work with the water cycle continues throughout the study of science and increases in complexity.

A

39 The energy that drives the water cycle comes from —

A tides
B wind
C sunlight
D plants

Instruction: Provide students an opportunity to investigate the water cycle with an emphasis on the effect of the sun.

Parent Tip A:

Have your child explain what happens to water in a puddle when sunlight shines on it.

Science Test

3 GRADE

A. Standard of Learning: 3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include

c) the effects of fire, flood, disease, erosion, earthquake, and volcanic eruption on organisms.

Builds To: Work with weather continues throughout the study of science and increases in complexity.

A

40 Which of these do people build to help stop flooding?

F Dams
G Streets
H Bridges
J Sidewalks

Instruction: Provide students an opportunity to investigate what people do to help stop flooding.

Parent Tip A:

Have your child use water and some household objects to build a model of a dam.

Correct Answers

3 GRADE

ENGLISH: *Reading/Literature and Research Test*

1. B **2.** J **3.** C **4.** F **5.** A **6.** H **7.** D **8.** H **9.** A **10.** G
11. D **12.** G **13.** C **14.** H **15.** B **16.** J **17.** D **18.** H **19.** C
20. G **21.** C **22.** F **23.** C **24.** G **25.** B

ENGLISH: *Writing Test*

1. C **2.** F **3.** D **4.** G **5.** A **6.** H **7.** A **8.** H **9.** D **10.** G
11. B **12.** H **13.** C **14.** H **15.** C **16.** G **17.** D **18.** G **19.** D
20. G

MATHEMATICS TEST

1. A **2.** J **3.** C **4.** G **5.** B **6.** J **7.** D **8.** F **9.** D **10.** G
11. B **12.** F **13.** C **14.** F **15.** C **16.** G **17.** C **18.** H **19.** D
20. G **21.** C **22.** F **23.** D **24.** G **25.** B **26.** H **27.** C **28.** F
29. C **30.** F **31.** A **32.** J **33.** B **34.H** **35.** D **36.** G **37.** D
38. G **39.** D **40.** G **41.** D **42.** H **43.** D **44.** H **45.** B **46.** J
47. B **48.** H **49.** C **50.** J

SCIENCE TEST

1. B **2.** H **3.** B **4.** H **5.** D **6.** H **7.** B **8.** J **9.** B **10.** F
11. C **12.** G **13.** B **14.** J **15.** D **16.** J **17.** D **18.** F **19.** C
20. G **21.** C **22.** G **23.** B **24.** G **25.** C **26.** G **27.** C **28.** F
29. B **30.** H **31.** A **32.** F **33.** D **34.** G **35.** B **36.** G **37.** C
38. F **39.** C **40.** F